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BUSINESS RESPONSE TO EDUCATION IN AMERICA

A STUDY CONDUCTED AMONG THE LARGEST U.S. COMPANIES

SPONSORED BY FORTUNE MAGAZINE AND ALLSTATE INSURANCE

1989

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INTRODUCTION

Since the landmark report, "A Nation At Risk," was issued by the National Commission On Excellence In Education in 1983, the country's attention has been drawn increasingly to the problems of the American public education system.

Today, nearly one out of every three adult Americans does not have the skills to find work or to adapt to the changing technology of the workplace (The Conference Board, 1989). In the 1990s, American businesses will be faced with growing labor shortages (because of changes in the demographics of the U.S. population) and the prospects of hiring workers who can not read, write or do basic math.

The purpose of this research was to determine how senior executives in America's largest corporations -- the FORTUNE 500 industrial and FORTUNE 500 service companies -- feel about the American public education system and what they are doing or considering doing to help overcome the problems of the system.

The research was co-sponsored by FORTUNE Magazine and ALLSTATE Insurance and conducted by Lieberman Research Inc.

The study examines corporate executives' attitudes toward the American public education system, how they compare the American public education system with other countries' public education systems, their perceptions of the causes of the problems of the American public education system, and their views about solutions to these problems.

The study also explores corporate executives' beliefs about the extent to which the problems of the American public education system are affecting their companies.

Finally, the study assesses the kinds of things that companies are doing -- and are willing to do -- to help overcome the problems of the American public education system. This includes an examination of companies' direct contribution of money, materials and manpower to the American public education system and company involvement in training programs, both remedial and developmental, for their employees.

It is hoped that this survey will provide American companies with information that will be useful to them and will suggest ways in which they themselves might contribute to efforts to improve the effectiveness of the American public education system.

METHOD

This research was based on questionnaires mailed to corporate executives in America's largest corporations: the FORTUNE 500 industrial companies and FORTUNE 500 service companies.

The survey was personally addressed to Chief Executive Officers (CEOs), but if the CEO was not able to fill out the questionnaire, the CEO was allowed to pass it along to another corporate executive. As it turned out, 86% of those who completed the questionnaire were top managers, including 59% who were CEOs, Chairmen or Presidents. (The demographic characteristics of the respondents are detailed in Appendix A).

In order to foster cooperation, the cover letter accompanying the questionnaire was signed by the publisher of FORTUNE Magazine and respondents were told that FORTUNE Magazine and ALLSTATE Insurance were co-sponsoring the investigation. Each respondent was given an incentive of $5 as "a token of appreciation" and was offered a copy of the results of the completed study if the respondent requested it. In addition, a follow-up postcard was sent a few days later -- thanking those who had already returned the questionnaire and requesting those who had not yet filled it out to do so as soon as possible. An eight-page questionnaire was employed. (A copy of all mailing materials is provided in Appendix C.)

In developing the questionnaire, input was provided at a two-day conference sponsored by ALLSTATE Insurance in February, 1989 with over 200 representatives of companies, government agencies and educational organizations. The final questionnaire and report, however, are the sole responsibility of FORTUNE Magazine and ALLSTATE Insurance.

A total of 1,000 questionnaires were mailed out. Of these, 404 questionnaires were completed and returned to us. This represents a return rate of 40.4%. The questionnaires were mailed out on February 17, 1989 and the cut-off date for returns was March 16, 1989.

The data are analyzed not only for the total sample of respondents but also by type of company (industrial vs. service companies) and by the size of market in which the company is located (1,000,000 and over population vs. 500,000 to 999,999 population vs. under 500,000 population). In addition, the perceptions and behaviors of companies that are already experiencing problems in hiring and in their "bottom line" resulting from the American public education system are compared to companies that are currently less affected.

The classification of companies into those which have been more affected and those which have been less affected by the problems of the American public education system was based on an index reflecting responses to four questions: (a) the extent to which their company currently finds it difficult to hire new employees with good basic education skills, (b) whether this problem has increased over the past ten years, (c) the

extent to which the senior executive thinks that the lack of good basic education skills is reducing their company's productivity, and (d) the extent to which the senior executive thinks the lack of good basic education skills is reducing their company's ability to compete effectively against foreign corporations. (A detailed description of how the index was calculated is provided in Appendix B.)

The companies in which the lack of good basic education skills is perceived to be having more of an impact on their workforce are termed "encumbered companies"; these constitute about six out of ten companies surveyed. The companies in which the lack of good basic education skills is perceived to be having less of an impact on their workforce are termed "unencumbered companies"; these constitute about four out of ten companies surveyed.

For the total sample of companies surveyed, the data have a five percentage point margin of sampling error. Among the subgroups analyzed, the sampling tolerances are larger.

EXECUTIVE SUMMARY

This summary of the survey findings on how America's largest companies feel about -- and what they are doing about -- the problems of the American public education system is divided in two parts:

1. The first part presents an overview of findings for the total sample of companies surveyed.

2. The second part compares the attitudes and orientations of different types of companies, including industrial and service companies, companies in different size markets, and companies which have been more affected vs. those which have been less affected by the problems of the American public education system.

Part 1: Overview

How Senior Executives Rate The American Public Education System

- A large majority of corporate executives in America's largest companies are highly critical of the American public education system.

  -- On a 5-point rating scale, 77% give the two lowest ratings -- "fair" or "poor" -- to the system.

  -- On an A-to-F grading scale, executives give an average grade of C- to the system.

- In addition to being critical of the American public education system, almost all of those surveyed feel that the system as it exists now poses a major dilemma for the United States.

  96% of executives heading America's largest corporations think that the system represents a problem for the nation, including 48% who believe that it poses "a very big problem."

- Criticism of our public education system extends to international comparisons. By a wide 92% to 3% margin, corporate executives feel that Japan's public education system is superior to the American public education system.

  By a narrower but still substantial 49% to 13% margin, corporate executives also feel that England's public education system is better than the American public education system.

  Only in comparison with the Soviet Union's public education system is the American public education system rated relatively well, although opinions remain mixed. 34% think that our public education system is better than the Soviet's, while 24% believe that the Soviet's system is better.

new employees with good education skills is considered tougher now than it was ten years ago (60%) and is expected to be even more difficult ten years from now (51%).

-- Almost half (46%) indicate that their companies' productivity has been reduced as a result of poor basic education skills in their workforce.

-- Of those which compete internationally, three out of ten (30%) believe that their companies' ability to compete effectively against foreign companies is reduced due to the poor basic education skills of their workforce.

- Overall, 62% of America's largest companies are currently encumbered by the public education system -- i.e., they have already experienced difficulty hiring employees with good basic education skills and believe this problem has already affected their companies' productivity and/or international competitiveness.

- In addition to needing more employees with good basic education skills, corporate executives in America's largest companies anticipate an increased need for employees with at least some college education.

  At the present time, they report that, on average, 35% of their workforce has some college education. In the next ten years, they indicate that, on average, 45% of their workforce will need to have some college education.

- The importance of having more employees with good basic education skills and more employees with at least some college education is underscored by executives' expectations for growth in the size of their company's workforce in the next ten years.

  On average, America's largest companies report that their workforce will be 28% greater ten years from now.

Company Involvement In The American Public Education System

- Over nine out of ten of America's largest companies (96%) report that they are making efforts to help the American public education system.

  Most often accomplished are: offering summer jobs or part-time jobs to students (79%); contributing money (77%); contributing materials or equipment (65%); encouraging employees to serve on local school boards (59%); encouraging employees to teach courses (50%); and offering career or job counseling to students (43%).

At the other end, only a minority are supporting a tax increase to pay for improvements in the public education system (22%) or loaning executives to the public education system (15%).

- About two out of three corporate executives in America's largest companies (69%) indicate that there are additional things their companies would be willing to do that they are not doing now to help improve the public education system.

- About nine out of ten of America's largest companies (91%) report that they are contributing money to schools. However, they are more apt to be making a monetary contribution to schools at higher levels of education than to schools at lower levels of education.

  83% are contributing money to colleges or graduate schools, 65% to high schools or vocational schools, and 35% to junior high schools, elementary schools or pre-schools.

- While only a third (35%) are giving money now below the level of high school, an additional fifth (22%) indicate that they would be willing -- if asked -- to give money to these lower grades.

  This includes 14% who would be willing to begin giving money to pre-schools, 11% who would be willing to start contributing money to elementary schools, and 12% who would be willing to begin donating money to junior high schools.

- Over eight out of ten corporate executives in America's largest companies (83%) report that, at one time or another, they have given their own time and talents to the American public education system.

  This includes 77% who have given guest lectures to students, 45% who have provided career counseling for students, and 29% who have taught courses to students.

  Only a minority have served on school boards (17%), been a PTA officer (15%), or tutored students (14%).

- In addition to the substantial majority of corporate executives (83%) who have personally devoted time and energy in the past to the American public education system, about two-thirds (68%) indicate that -- if asked -- they would be personally willing to contribute their time in the future to help the system.

  This includes 52% who are willing to give guest lectures to students, 37% who are willing to offer career counseling to students, and a surprisingly high 30% who express a willingness to serve on school boards.

- Of the companies which offered assistance to state or local public education systems, most (92%) report that their companies' assistance was willingly accepted. However, a substantial minority of companies indicate that the public education system was only "fairly willing" (39%) to accept their assistance rather than "very willing" (53%).

  This finding suggests that some companies might have encountered some resistance when offering their assistance to state or local public education systems.

- Only a minority of companies (22%) feel that their efforts have made an impact on the quality of the education delivered by their area's public education system.

- Only one out of four companies (27%) report that their states have been effective in implementing reform initiatives in the public education system.

Company Involvement In Employee Training And Development Programs

- A substantial minority of companies (36%) offer employees remedial courses to help them improve their basic skills, like reading, writing and math. An additional 28% express a willingness to offer remedial courses in the future. Altogether, then, 64% of the largest companies in America are either currently providing or are willing to provide remedial courses.

- A large majority of America's largest companies (84%) report that they offer developmental or training courses to employees to help them advance on their jobs.

- About nine out of ten of America's largest companies pay at least partly for degrees or courses that employees take in job-related fields, including over half which pay the full amount for studies in job-related fields.

  In addition, almost half pay at least partly for degrees or courses that employees take in non-job-related fields, but only a minority pay the full amount if the studies are in non-job-related fields.

Part 2: Company Variations

There are differences in attitudes and orientation toward the American public education system expressed by industrial and service companies, by companies located in different size markets, and by companies which have been more affected vs. less affected by the problems of the public education system.

Company Type

Corporate executives in industrial companies and service companies are about equally critical of the American public education system. However, industrial companies are not as optimistic as service companies about the potential for improving the public education system in the next ten years.

Both types of companies expect an expansion in the size of their workforce, but service companies anticipate stronger growth in their workforce in the next ten years than do industrial companies. This suggests that, in the future, service companies may be even harder hit than industrial companies by the problems engendered by the public education system.

For the most part, industrial companies and service companies attribute similar causes to the problems of the American public education system. However, industrial companies are even more likely than service companies to blame these problems on low academic standards, alcohol abuse among students, and the increase in non-English speaking households.

In keeping with their greater concern about low academic standards, industrial companies are more apt than service companies to feel that the American public education system can be strengthened by raising academic standards. In addition, industrial companies are more likely to emphasize the role of increased training of teachers in the subjects they teach and eliminating tenure for teachers than service companies in improving the quality of education.

Corporate executives in industrial companies and service companies cite different ways in which their companies are being affected by the problems of the American public education system. Service companies are more apt than industrial companies to report that they are finding it difficult to hire new employees with good basic education skills and to indicate that the lack of such skills among employees is reducing their company's productivity, while industrial companies are more likely than service companies to report that the lack of good basic education skills among employees is interfering with their company's ability to compete effectively against foreign competition.

Over nine out of ten of both types of companies report that they are doing things to help overcome the problems of the public education system, but the things that they are doing are somewhat different. Industrial companies are more apt than service companies to contribute money, materials or equipment and to encourage employees to serve on school boards. On the other hand, service companies are more likely than industrial companies to encourage disadvantaged students to graduate from high school by providing jobs for them.

At the present time, over nine out of ten of both types of companies are contributing money to various types of public schools, but industrial companies are donating money to a broader array of schools -- particularly high schools, vocational schools and graduate schools. In the future, if asked, industrial companies express a willingness to donate money to schools to which they are not contributing now -- particularly pre-schools and elementary schools.

In both types of companies, a large majority of senior executives have, at one time or another, personally done things to help the public education system. However, those in industrial companies are more apt than those in service companies to have provided career counseling to students. In the future, executives in both types of companies express a willingness to devote their personal time and energy to help the public education system. However, those in service companies are more inclined than those in industrial companies to be willing to give guest lectures to students.

Both types of companies report that, when they offered help, their assistance was generally accepted by the state or local public education system. However, service companies are not as apt as industrial companies to indicate that their assistance was accepted very willingly.

At the present time, about a third of both types of companies offer employees remedial courses to improve reading, writing and basic math skills. In the future, industrial companies express greater willingness than service companies to add remedial courses to their company training programs.

A majority of both types of companies feel that the training provided by vocational and technical schools is valuable, but, not surprisingly, industrial companies are even more likely than service companies to believe that such training is valuable to their operations.

A substantial percentage of both types of companies pay at least in part for degrees or courses that employees take in school -- particularly for degrees or courses in a job-related field. Industrial companies are more apt than service companies to pay in <u>full</u> for degrees or courses taken by their workforce.

Market Size

Corporate executives in all size markets are critical of the American public education system, but even stronger criticisms are registered in larger markets than in smaller markets.

As further evidence that corporate executives in larger markets are more critical of the public education system, those in larger markets believe that there is a higher drop-out rate from high school and perceive a higher incidence of adult illiteracy in the adult population than do those in smaller markets.

For the most part, corporate executives in all size markets perceive similar solutions to the problems of the public education system. However, there are some variations. Corporate executives in smaller markets are more apt than others to call for making teachers more accountable for the performance of their students, offering better career counseling to students, and requiring both a longer school day and a longer school year. Corporate executives in larger markets are more likely than others to want to involve teachers in the running of their schools.

In all size markets, corporate executives report that their states have not been particularly effective in implementing reforms in the public education system. However, those in smaller and mid-sized markets are more apt than those in larger markets to indicate that some reforms have been implemented.

Companies in all size markets report that it is harder to hire new employees with good basic education skills now than it was ten years ago. However, those in larger and mid-sized markets are even more apt than those in smaller markets to believe that this is a more difficult problem now.

In all size markets, companies are about equally likely to report that their productivity has been reduced because of the lack of employees with good basic education skills.

Companies in all size markets report that they are doing things to help improve the public education system, but the types of things they are doing differ somewhat in different size markets. Companies in smaller markets are more likely than others to encourage employees to serve on local school boards and to encourage employees to teach courses to students.

In the future, companies in smaller and mid-sized markets express a greater willingness than companies in larger markets to support a tax increase to pay for improvements in the public education system.

Companies in smaller markets are contributing money to a wider array of schools than those in mid-sized and larger markets -- particularly to high schools and junior high schools. However, companies in larger and mid-sized markets are more apt than those in smaller markets to be contributing money to graduate schools.

Corporate executives in smaller and mid-sized markets are more apt than those in larger markets to have contributed their personal time and energy to help improve the public education system -- particularly giving guest lectures to students and serving as a PTA officer. In the future, corporate executives in smaller and mid-sized markets express greater willingness than those in larger markets to serve on a school board.

According to the corporate executives surveyed, the state or local public education system's willingness to accept a company's assistance varies by size of market. Company assistance is most fully accepted in smaller markets, next most fully accepted in mid-sized markets, and less fully accepted in larger markets.

In line with this, companies in smaller markets are much more likely than those in larger markets to feel that their company's efforts have made a difference in the quality of education provided by their local public education system.

At the present time, about a third of companies in all size markets offer remedial courses to their workforce. In the future, greater willingness to offer remedial courses is expressed by companies in smaller markets than by those in mid-sized and larger markets.

A large majority of companies in all size markets pay employees who take courses or degrees in job-related fields.

Company Impact

Encumbered companies (i.e., companies which have been more affected by lack of good basic education skills in their workforce) are much more likely than unencumbered companies (i.e., companies which have been less affected by lack of good basic education skills in their workforce) to be highly critical of the American public education system and believe that the problems of the public education system are a very big problem for the United States.

In keeping with this, encumbered companies are more apt than unencumbered companies to believe that the public education system has deteriorated in the past ten years.

In line with this, corporate executives in encumbered companies have a dimmer view than corporate executives in unencumbered companies of the educational accomplishments of the population. Corporate executives in encumbered companies, compared with those in unencumbered companies, believe that there is a higher drop-out rate from high school, that a greater percent of high school graduates are not able to read their diplomas, and there is a larger incidence of functional illiteracy in the adult population.

For the most part, corporate executives in encumbered companies and unencumbered companies attribute similar causes to the problems of the public education system. However, there are some causes that are identified more often by those in encumbered companies than by those in unencumbered companies -- particularly drug and alcohol abuse by students, more single-parent households, inadequately trained teachers, and poor school administrators and poor school boards. Unencumbered companies more than encumbered companies believe the lack of enough teachers has caused problems in the public education system.

By and large, those in encumbered companies and unencumbered companies offer similar solutions to help improve the public education system. However, there are some variations. Encumbered companies are more apt than unencumbered companies to look for solutions within the system itself, calling for better school administrators, better school boards, letting parents freely choose the school for their children and a longer school year. On the other hand, unencumbered companies are more likely than encumbered companies to favor increasing teacher salaries and having fewer students per teacher.

As might be expected, encumbered companies are more likely than unencumbered companies to report that their companies are concerned about the problems engendered by the American public education system. This concern is probably being exacerbated by encumbered companies' belief, more than unencumbered companies, that it will be even more difficult to hire new employees with good learning skills in the next ten years.

In addition to being more concerned about the problems of the public education system, encumbered companies are doing more to help overcome these problems. Encumbered companies are more apt than unencumbered companies to contribute money, materials and equipment; to offer summer jobs or part-time jobs to students and to encourage disadvantaged students to graduate from high school by providing jobs for them; to offer career counseling to students; and to encourage employees to serve as tutors to help students.

Moreover, encumbered companies are more likely than unencumbered companies to take an activist position. Encumbered companies are more apt to lobby legislatures for education reforms and to support a tax increase to pay for improvements in the public education system. Encumbered companies may feel their activist efforts have been undermined, however, because a substantial majority of encumbered companies do not believe that states have been effective at implementing reform initiatives.

Encumbered companies, more than unencumbered companies, contribute money to all levels of the education system. While unencumbered companies confine most of their monetary contributions to colleges and graduate schools, encumbered companies are more apt to extend their monetary contributions to include high schools and, to some extent, junior high schools and elementary schools.

In the future, encumbered companies, more than unencumbered companies, express an even greater willingness to contribute money to lower school levels than they are doing now -- including not only junior high schools and elementary schools but also pre-schools.

The greater participation of encumbered companies in the public education system extends to the personal participation of their senior management. Corporate executives in encumbered companies are more apt than those in unencumbered companies to have, at one time or another, given guest lectures to students and offered career counseling to students. Moreover, corporate executives in encumbered companies are likely to indicate that, if asked, they would be willing to provide such services again.

Although encumbered companies are doing more to assist the public education system, they are also more likely than unencumbered companies to report that their assistance is not fully accepted by the state or local public education systems.

Encumbered and unencumbered companies are equally likely to offer developmental or training courses to their employees, but encumbered companies are more apt than unencumbered companies to offer remedial courses to their workforce.

DETAILED RESULTS

SECTION A

HOW SENIOR EXECUTIVES RATE THE AMERICAN PUBLIC EDUCATION SYSTEM

This section deals with companies' attitudes toward the American public education system. It covers such questions as: How do corporate executives evaluate the effectiveness of the American public education system? How knowledgeable are they about the problems of the American public education system? What are their perceptions about the causes and solutions to the problems of the American public education system?

Overall Attitudes Toward The American Public Education System

Corporate executives in America's largest companies are highly critical of the American public education system.

- A large majority of corporate executives feel that the American public education system is not doing a good job of turning out an educated population. Three-quarters (77%) feel that the system is doing only a "fair" or "poor" job, compared with 21% who think that it is doing a "good" job. A scant 2% rate it "very good" and none of those surveyed rate it "excellent."

- When asked to grade the American public education system, most corporate executives give a grade of "C" or lower to the system. This includes 54% who give it "C," 34% who give it "D," and 5% who give it "F." By comparison, only 7% rate it "B" and no one gives an "A" grade to the system. On average, the corporate executives surveyed give a "C-" grade to the American public education system.

- Over nine out of ten corporate executives (96%) feel that the American public education system poses a problem for the United States. This includes 48% who think that it is "a very big problem" and 48% who think it is a "fairly big problem."

Encumbered companies are more apt than unencumbered companies to be critical of the American public education system. (As defined in the Method section, "encumbered companies" are those which have been more affected by the problems of the American public education system and "unencumbered companies" are those which have been less affected by the problems of the American public education system).

- 85% of encumbered companies, compared with only 64% of unencumbered companies, give a "fair" or "poor" rating to the public education system.

- 48% of encumbered companies, compared with only 24% of unencumbered companies, give a grade of "D" or "F" to the public education system.

- 62% of encumbered companies, compared with only 25% of unencumbered companies, feel that the problems of the American public education system represent "a very big problem" to the United States.

How The U.S. Compares With Other Countries' Public Education Systems

Executives were asked how they think the American public education system compares with those in Japan, England and the Soviet Union.

- By an overwhelming margin, corporate executives believe that the Japanese public education system is superior to the American public education system. 92% feel that Japan's system is better, compared with 3% who believe that ours is better.

- By a narrower but still substantial margin, corporate executives also believe that England's public education system is better than the American public education system. 49% feel that England has a better public education system, compared with 13% who believe that ours is better. The remaining 38% think they are equally good or express no opinion.

- The American public education system fares somewhat better when compared to the Soviet Union, although opinions are divided. 34% think that our public education system is better than the Soviet's, while 24% believe that the Soviet's is better. The remaining 42% think the two education systems are equally good or have no opinion.

Knowledge About The Problems Of The American Public Education System

In order to assess corporate executives' knowledge about the problems of the American public education system, executives were asked three questions about students being educated today:

1. "About what percent of students drop out before graduating high school?" (Correct answer: 25%, FORTUNE 1988)

2. "About what percent of high school graduates are not able to read their diplomas?" (Correct answer: 18%, FORTUNE 1988)

3. "About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension?" (Correct answer: 13%, A Nation At Risk 1983)

For the most part, corporate executives are not very knowledgeable about the dimensions of these problems. Some are accurate in their estimates of these problems, but others either underestimate or overestimate the scope of these problems.

- Perceptions of the drop-out rate from high school indicate that some executives are fairly knowledgeable, although many are off in their judgements. 40% have a fairly accurate idea of the drop-out rate, while 30% underestimate it and 27% overestimate it.

- Senior executives tend to underestimate the number of students who have difficulty in reading their diplomas when they graduate from high school. Only 14% have a good idea of how many students have this problem, compared with 68% who under-report the incidence of this problem.

- Senior executives tend to overestimate the amount of illiteracy in the adult population. Only 28% have a good idea of the incidence of illiteracy in the population, while 51% have an exaggerated impression of the extent of this problem.

Encumbered companies and companies in larger markets have a more dismal view of the effects of the American public education system on its students. Executives in encumbered companies and executives in companies in larger markets think that more students drop out before graduating high school; that more high school graduates cannot read their diplomas; and that more American adults are functionally illiterate than do executives in unencumbered companies and those in smaller markets.

Perceived Problems Of The American Public Education System

The respondents were given a list of 22 factors and asked to indicate which they think are most responsible for the problems of the American public education system. The factors were grouped in four categories on the questionnaire: students, families, teachers and factors related to the school system.

Corporate executives think that all four factors are responsible for the problems of the American public education system. The following are the specific factors which half or more think contribute to the problems of the public education system:

Students	
Poorly motivated students	76%
Poorly disciplined students	75
Poor student study habits	66
Families	
Parents not involved enough	95
More single-parent households	53
Teachers	
Undermotivated teachers	80
Inadequately trained teachers	60
School System	
Not enough emphasis on basic reading, writing and math skills	85
Low academic standards	72
Schools have not been pushed to improve their standards	69

In essence, corporate executives attribute the weaknesses of the American public education system to lack of parental guidance, teaching of the 3R's, motivation, and low standards on the part of all parties -- students, families, teachers and the school system itself.

Corporate executives are less apt to blame student drug abuse (43%) and alcohol abuse (32%), non-English speaking (31%) and low-income households (28%), scarcity of teachers (27%), poor school boards (33%), cuts in local/state budgets (26%) or Federal budgets (17%), and too few preschool facilities (22%) as causes of our present and impending education crisis.

Industrial companies are more apt than service companies to consider student alcohol abuse (38% vs. 26%), more non-English speaking households (36% vs. 26%), and low academic standards (78% vs. 65%) to be causes of the problems in the public education system.

While for the most part, companies located in different sized markets have similar opinions about what has caused the problems in the public education system, companies located in smaller markets more often blame poorly motivated students (83% vs. 72% vs. 73%) and less often blame the school board (24% vs. 41% vs. 33%) than do companies in mid-sized and larger markets.

Encumbered companies are more apt than unencumbered companies to consider student drug abuse (46% vs. 37%), student alcohol abuse (36% vs. 27%), the increase in single-parent households (58% vs. 44%), inadequately trained teachers (65% vs. 53%), poor school administrators (51% vs. 33%), and poor school boards (38% vs. 24%) as factors responsible for the problems facing the American public education system.

Unencumbered companies more than encumbered companies believe that the problems of the education system are caused by the lack of enough teachers (32% vs. 24%).

Perceived Solutions For Improving The American Public Education System

Executives were given a list of 24 possible solutions that corresponded to the list of possible problems and asked to indicate which ones they think would do the most to improve the American public education system. As with the list of problems, the list of solutions were divided into four categories: students, families, teachers and the school system itself.

Corporate executives think that steps can be taken in all four categories to help strengthen the effectiveness of the American public education system. The specific solutions endorsed by half or more of those surveyed closely parallel the leading problems presented in the immediately preceding section:

Students	
Motivate students more	82%
Improve student study habits	55
Discipline students more	50
Families	
Get parents more involved with students	89
Get parents more involved with schools	71
Teachers	
Make teachers more accountable for students' performance	80
Increase the training of teachers in the subjects they teach	62
Increase teacher salaries	58
School System	
Place more emphasis on basic reading, writing and math skills	87
Raise academic standards	80
Require a longer school year	52

It might be noted that, while the vast majority call for more emphasis on basic reading, writing and math skills (87%), only a tiny minority want more emphasis on elective subjects (4%).

A majority of corporate executives would like to see teachers better trained (62%) and more highly paid (58%), and an even stronger majority call for teachers to be made accountable for the performance of their students (80%).

Half (52%) of the corporate executives believe that a longer school year would help to improve our school system. Of some interest, this solution is considered to offer greater hope for better educating Americans than providing more pre-school facilities (25%), an often-experimented solution of the early 1970s.

On the other hand, solutions in which some corporate executives have less faith include decreasing number of students per teacher (37%), increasing number of teachers (23%), involving teachers in the running of schools (23%), parental freedom of choice over school selection (35%), better career guidance and job counseling for students (36%), better school boards (34%), longer school days (25%), more homework (22%), and more pre-school facilities (25%).

Several differences occur among the subgroups studied.

Industrial companies more than service companies consider raising academic standards (85% vs. 74%), increasing the training of teachers in the subjects they teach (66% vs. 57%) and eliminating tenure for teachers (51% vs. 42%) key ingredients in improving the American public education system.

Companies in smaller markets (under 500,000 population) are more likely than companies in larger markets (one million or more population) to believe that making teachers more accountable for students' performance (88% vs. 78%), extending the school year (61% vs. 48%), better career guidance and job counseling for students (42% vs. 32%) and extending the school day (32% vs. 23%) can make a difference in our school system. Companies in larger markets are more likely than companies in smaller markets to want teacher more involved in the running of their schools (26% vs. 12%).

Encumbered companies are more apt than unencumbered companies to look for solutions within the system itself: a longer school year (56% vs. 47%), better school administrators (53% vs. 42%), parental choice over their children's schools (43% vs. 23%), and better school boards (39% vs. 25%) are steps in the right direction to improving our public education system. Unencumbered companies, more so than encumbered companies, report that increasing teacher salaries (64% vs. 54%) and having fewer students per teacher (42% vs. 33%) would help to improve the public education system.

In essence, corporate executives call for greater parental and teacher involvement, more tools to motivate students, teaching the basics, and higher standards as means to strengthen the effectiveness of the American public education system.

Implementing Changes In The American Public Education System

Only one out of four companies (27%) report that their states have been effective in implementing reform initiatives in the public education system.

Companies in smaller markets and mid-sized markets are more apt than companies in larger markets to report that their states have done an effective job of implementing reforms in the public education system (33% vs. 33% vs. 23%). Encumbered companies, compared to unencumbered companies, do not believe that states have been effective at implementing reform initiatives (71% vs. 53% believing states have not been effective). This difference is in part a function of the greater incidence of unencumbered companies not knowing whether reforms have been implemented (16% vs. 5%).

Perceived Changes In The American Public Education System

A majority of corporate executives (64%) believe that the American public education system has deteriorated in the past ten years, 11% believe that the system is better now and 25% think that there has been no change or express no opinion.

Encumbered companies are even more apt than unencumbered companies to feel that the system has deteriorated in the past ten years (72% vs. 52%).

Some executives are reasonably optimistic about the future of the public education system. 43% think that the system will improve in the next ten years, compared with 26% who anticipate further decline in the system. The remaining 31% think that the system will stay the same or express no opinion.

Thus, one moderately bright spot in corporate executives' views of the American public education system is that some think the next ten years will prove better than the past ten years.

Greater progress in the American public education system is seen among service companies than industrial companies (49% vs. 40%).

While the optimism levels are the same among encumbered and unencumbered companies (43% vs. 46%), this moderate optimism is probably a reflection of two different dynamics. Executives in encumbered companies, who are working to improve the quality of public education (as will be shown in a later section), probably believe their efforts and those of others will pay off. Executives in unencumbered companies, on the other hand, believe that the public education system in America is not bad now.

HOW WOULD YOU RATE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Excellent/very good	2%	2%	2%
Excellent	-	-	-
Very good	2	2	2
Good	21	19	24
Fair/poor	77	79	74
Fair	55	57	52
Poor	22	22	22

HOW WOULD YOU RATE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Excellent/very good	2%	2%	1%	2%
Excellent	-	-	-	-
Very good	2	2	1	2
Good	21	21	16	25
Fair/poor	77	77	83	73
Fair	55	57	58	52
Poor	22	20	25	21

HOW WOULD YOU RATE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Excellent/very good	2%	1%	3%
Excellent	-	-	-
Very good	2	1	3
Good	21	14	33
Fair/poor	77	85	64
Fair	55	56	53
Poor	22	29	11

HOW WOULD YOU GRADE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
A	-%	-%	-%
B	7	5	10
C	54	54	52
D	34	36	33
F	5	5	5
Average grade	C-	C-	C-

HOW WOULD YOU GRADE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
A	-%	-%	-%	-%
B	7	6	7	11
C	54	55	50	54
D	34	36	36	28
F	5	3	7	7
Average grade	C-	C-	C-	C-

HOW WOULD YOU GRADE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
A	-%	-%	-%
B	7	3	14
C	54	49	62
D	34	42	21
F	5	6	3
Average grade	C-	D+	C

HOW MUCH OF A PROBLEM
IS THE AMERICAN PUBLIC EDUCATION SYSTEM
FOR THE UNITED STATES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
A problem	96%	96%	96%
A very big problem	48	50	46
A fairly big problem	48	46	50
Not a problem	3	3	4
Not much of a problem	3	3	4
Not a problem at all	-	-	-
Don't know	1	1	-

HOW MUCH OF A PROBLEM
IS THE AMERICAN PUBLIC EDUCATION SYSTEM
FOR THE UNITED STATES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
A problem	96%	98%	95%	94%
A very big problem	48	50	48	42
A fairly big problem	48	48	47	52
Not a problem	3	2	4	6
Not much of a problem	3	2	4	6
Not a problem at all	-	-	-	-
Don't know	1	*	1	-

* Less than 0.5 percent

HOW MUCH OF A PROBLEM
IS THE AMERICAN PUBLIC EDUCATION SYSTEM
FOR THE UNITED STATES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
A problem	96%	98%	93%
A very big problem	48	62	25
A fairly big problem	48	36	68
Not a problem	3	2	6
Not much of a problem	3	2	6
Not a problem at all	-	-	-
Don't know	1	*	1

* Less than 0.5 percent

HOW DOES THE AMERICAN PUBLIC EDUCATION SYSTEM
COMPARE WITH THE EDUCATION SYSTEMS IN OTHER COUNTRIES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
How Does U.S. System Compare With JAPAN?			
Better	3%	2%	3%
Same	2	1	2
Worse	92	94	91
No idea at all	3	3	4
Better vs. worse	-89	-92	-88
How Does U.S. System Compare With ENGLAND?			
Better	13%	12%	14%
Same	28	26	29
Worse	49	52	46
No idea at all	10	10	11
Better vs. worse	-36	-40	-32
How Does U.S. System Compare With THE SOVIET UNION?			
Better	34%	31%	36%
Same	11	12	9
Worse	24	27	21
No idea at all	31	30	34
Better vs. worse	+10	+4	+15

HOW DOES THE AMERICAN PUBLIC EDUCATION SYSTEM
COMPARE WITH THE EDUCATION SYSTEMS IN OTHER COUNTRIES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
How Does U.S. System Compare With JAPAN?				
Better	3%	3%	-%	5%
Same	2	2	1	1
Worse	92	92	95	88
No idea at all	3	3	4	6
Better vs. worse	-89	-89	-95	-83
How Does U.S. System Compare With ENGLAND?				
Better	13%	11%	13%	16%
Same	28	28	31	25
Worse	49	52	44	47
No idea at all	10	9	12	12
Better vs. worse	-36	-41	-31	-31
How Does U.S. System Compare With THE SOVIET UNION?				
Better	34%	34%	38%	32%
Same	11	11	9	10
Worse	24	25	24	21
No idea at all	31	30	29	37
Better vs. worse	+10	+9	+14	+11

HOW DOES THE AMERICAN PUBLIC EDUCATION SYSTEM
COMPARE WITH THE EDUCATION SYSTEMS IN OTHER COUNTRIES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
How Does U.S. System Compare With JAPAN?			
Better	3%	2%	3%
Same	2	1	3
Worse	92	95	88
No idea at all	3	2	6
Better vs. worse	-89	-93	-85
How Does U.S. System Compare With ENGLAND?			
Better	13%	11%	16%
Same	28	24	33
Worse	49	55	41
No idea at all	10	10	10
Better vs. worse	-36	-44	-25
How Does U.S. System Compare With THE SOVIET UNION?			
Better	34%	35%	34%
Same	11	10	10
Worse	24	24	24
No idea at all	31	31	32
Better vs. worse	+10	+11	+10

WHAT ARE YOUR PERCEPTIONS
OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
What % Of Students Drop Out Before Graduating High School?			
Less than 10%	3%	5%	2%
10% - 19%	27	28	26
*20% - 29%	40	38	42
30% - 39%	20	19	20
40% or more	7	6	8
No idea at all	3	4	2
*Correct answer is 25%			
What % Of High School Graduates Are Not Able To Read Their Diplomas?			
Less than 5%	18%	20%	16%
5% - 9%	25	24	25
10% - 14%	25	23	29
*15% - 19%	14	15	12
20% or more	15	15	15
No idea at all	3	3	3
*Correct answer is 18%			
What % Of Adult Americans Are Functionally Illiterate?			
Less than 5%	3%	2%	3%
5% - 9%	15	14	16
*10% - 14%	28	31	26
15% - 19%	21	20	22
20% or more	30	30	30
No idea at all	3	3	3
*Correct answer is 13%			

WHAT ARE YOUR PERCEPTIONS
OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
What % Of Students Drop Out Before Graduating High School?				
Less than 10%	3%	3%	4%	3%
10% - 19%	27	26	27	33
*20% - 29%	40	40	42	39
30% - 39%	20	19	21	17
40% or more	7	10	5	2
No idea at all	3	2	1	6
*Correct answer is 25%				
What % Of High School Graduates Are Not Able To Read Their Diplomas?				
Less than 5%	18%	16%	20%	23%
5% - 9%	25	24	25	25
10% - 14%	25	27	30	18
*15% - 19%	14	15	16	8
20% or more	15	15	9	20
No idea at all	3	3	-	6
*Correct answer is 18%				
What % Of Adult Americans Are Functionally Illiterate?				
Less than 5%	3%	2%	5%	2%
5% - 9%	15	16	12	15
*10% - 14%	28	26	37	32
15% - 19%	21	23	21	14
20% or more	30	31	25	30
No idea at all	3	2	-	7
*Correct answer is 13%				

WHAT ARE YOUR PERCEPTIONS
OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
What % Of Students Drop Out Before Graduating High School?			
Less than 10%	3%	2%	6%
10% - 19%	27	20	38
*20% - 29%	40	41	38
30% - 39%	20	24	13
40% or more	7	10	3
No idea at all	3	3	2
*Correct answer is 25%			
What % Of High School Graduates Are Not Able To Read Their Diplomas?			
Less than 5%	18%	13%	26%
5% - 9%	25	21	31
10% - 14%	25	29	20
*15% - 19%	14	18	7
20% or more	15	16	13
No idea at all	3	3	3
*Correct answer is 18%			
What % Of Adult Americans Are Functionally Illiterate?			
Less than 5%	3%	2%	3%
5% - 9%	15	11	21
*10% - 14%	28	25	36
15% - 19%	21	22	18
20% or more	30	37	19
No idea at all	3	3	3
*Correct answer is 13%			

WHICH FACTORS ARE MOST RESPONSIBLE
FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Students	98%	97%	99%
Poorly motivated students	76	78	72
Poorly disciplined students	75	74	76
Poor student study habits	66	66	65
Student drug abuse	43	46	39
Student alcohol abuse	32	38	26
Families	98	99	98
Parents not involved enough	95	96	93
More single-parent households	53	55	50
Higher divorce rate	38	38	38
More non-English speaking households	31	36	26
More low-income households	28	31	25
Teachers	97	98	96
Undermotivated teachers	80	83	78
Inadequately trained teachers	60	62	58
Not enough teachers	27	27	27
School system	99	100	98
Not enough emphasis on basic reading, writing and math skills	85	88	82
Low academic standards	72	78	65
Schools have not been pushed to improve their standards	69	70	67
Poor school administrators	44	46	42
Poor school boards	33	31	35
Cuts in state or local budget	26	24	28
Not enough pre-school facilities	22	24	19
Cuts in Federal budget	17	16	18
Not enough emphasis on elective subjects	3	3	3

WHICH FACTORS ARE MOST RESPONSIBLE
FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Students	98%	97%	96%	100%
Poorly motivated students	76	73	72	83
Poorly disciplined students	75	78	71	70
Poor student study habits	66	65	63	67
Student drug abuse	43	43	40	43
Student alcohol abuse	32	31	31	37
Families	98	98	96	100
Parents not involved enough	95	96	89	97
More single-parent households	53	52	55	51
Higher divorce rate	38	39	40	30
More non-English speaking households	31	31	32	30
More low-income households	28	29	21	28
Teachers	97	98	95	98
Undermotivated teachers	80	82	75	81
Inadequately trained teachers	60	60	59	62
Not enough teachers	27	28	27	25
School system	99	99	99	99
Not enough emphasis on basic reading, writing and math skills	85	87	80	84
Low academic standards	72	72	64	75
Schools have not been pushed to improve their standards	69	68	68	71
Poor school administrators	44	46	37	45
Poor school boards	33	33	41	24
Cuts in state or local budget	26	28	27	21
Not enough pre-school facilities	22	23	17	19
Cuts in Federal budget	17	18	17	14
Not enough emphasis on elective subjects	3	3	-	3

WHICH FACTORS ARE MOST RESPONSIBLE
FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies - (250)	Unencumbered Companies (154)
Students	98%	97%	99%
Poorly motivated students	76	75	76
Poorly disciplined students	75	76	73
Poor student study habits	66	67	64
Student drug abuse	43	46	37
Student alcohol abuse	32	36	27
Families	98	99	97
Parents not involved enough	95	96	93
More single-parent households	53	58	44
Higher divorce rate	38	40	34
More non-English speaking households	31	32	30
More low-income households	28	26	31
Teachers	97	98	96
Undermotivated teachers	80	82	78
Inadequately trained teachers	60	65	53
Not enough teachers	27	24	32
School system	99	99	99
Not enough emphasis on basic reading, writing and math skills	85	86	83
Low academic standards	72	72	70
Schools have not been pushed to improve their standards	69	70	66
Poor school administrators	44	51	33
Poor school boards	33	38	24
Cuts in state or local budget	26	26	27
Not enough pre-school facilities	22	24	18
Cuts in Federal budget	17	16	18
Not enough emphasis on elective subjects	3	3	3

WHICH CHANGES WOULD MOST IMPROVE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Students	97%	96%	98%
Motivate students more	82	84	80
Improve student study habits	55	56	55
Discipline students more	50	46	53
Families	96	97	95
Get parents more involved with students	89	91	87
Get parents more involved with schools	71	70	72
Teachers	99	100	98
Make teachers more accountable for students' performance	80	81	78
Increase the training of teachers in the subjects they teach	62	66	57
Increase teacher salaries	58	57	58
Eliminate tenure for teachers	47	51	42
Increase social status of teachers	47	48	45
Have fewer students per teacher	37	35	39
Increase number of teachers	23	21	25
Involve teachers in the running of schools	23	23	23
School system	100	100	100
Place more emphasis on basic reading, writing and math skills	87	90	83
Raise academic standards	80	85	74
Require a longer school year	52	55	49
Better school administrators	49	48	49
Better career guidance and job counseling for students	36	32	40
Let parents freely choose the school for their children	35	38	33
Better school boards	34	33	35
Require a longer school day	25	29	22
Have more pre-school facilities	25	29	21
Give out more homework	22	24	21
Offer more elective subjects	4	4	4

WHICH CHANGES WOULD MOST IMPROVE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Students	97%	97%	95%	99%
Motivate students more	82	83	76	83
Improve student study habits	55	55	52	57
Discipline students more	50	52	47	45
Families	96	97	95	94
Get parents more involved with students	89	90	85	90
Get parents more involved with schools	71	73	68	66
Teachers	99	99	99	100
Make teachers more accountable for students' performance	80	78	76	88
Increase the training of teachers in the subjects they teach	62	60	61	65
Increase teacher salaries	58	59	59	52
Eliminate tenure for teachers	47	47	40	52
Increase social status of teachers	47	46	47	51
Have fewer students per teacher	37	40	33	33
Increase number of teachers	23	25	20	21
Involve teachers in the running of schools	23	26	21	12
School system	100	100	99	100
Place more emphasis on basic reading, writing and math skills	87	88	80	90
Raise academic standards	80	82	71	82
Require a longer school year	52	48	56	61
Better school administrators	49	51	41	48
Better career guidance and job counseling for students	36	32	37	42
Let parents freely choose the school for their children	35	35	33	38
Better school boards	34	34	40	28
Require a longer school day	25	23	24	32
Have more pre-school facilities	25	28	20	21
Give out more homework	22	22	23	21
Offer more elective subjects	4	4	4	3

WHICH CHANGES WOULD MOST IMPROVE
THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Students	97%	97%	97%
Motivate students more	82	81	83
Improve student study habits	55	56	55
Discipline students more	50	52	45
Families	96	97	95
Get parents more involved with students	89	91	87
Get parents more involved with schools	71	74	66
Teachers	99	98	100
Make teachers more accountable for students' performance	80	81	77
Increase the training of teachers in the subjects they teach	62	63	60
Increase teacher salaries	58	54	64
Eliminate tenure for teachers	47	50	42
Increase social status of teachers	47	49	44
Have fewer students per teacher	37	33	42
Increase number of teachers	23	20	28
Involve teachers in the running of schools	23	24	21
School system	100	100	100
Place more emphasis on basic reading, writing and math skills	87	87	86
Raise academic standards	80	81	77
Require a longer school year	52	56	47
Better school administrators	49	53	42
Better career guidance and job counseling for students	36	35	37
Let parents freely choose the school for their children	35	43	23
Better school boards	34	39	25
Require a longer school day	25	28	20
Have more pre-school facilities	25	28	21
Give out more homework	22	25	18
Offer more elective subjects	4	4	5

HOW EFFECTIVE IS YOUR STATE
IN IMPLEMENTING PUBLIC EDUCATION REFORM INITIATIVES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Effective	27%	29%	25%
Very effective	2	2	2
Fairly effective	25	27	23
Not effective	64	62	67
Not too effective	48	46	51
Not at all effective	16	16	16
No idea at all	9	9	8

HOW EFFECTIVE IS YOUR STATE
IN IMPLEMENTING PUBLIC EDUCATION REFORM INITIATIVES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Effective	27%	23%	33%	33%
Very effective	2	3	1	1
Fairly effective	25	20	32	32
Not effective	64	68	62	58
Not too effective	48	48	49	50
Not at all effective	16	20	13	8
No idea at all	9	9	5	9

HOW EFFECTIVE IS YOUR STATE
IN IMPLEMENTING PUBLIC EDUCATION REFORM INITIATIVES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Effective	27%	24%	31%
Very effective	2	1	3
Fairly effective	25	23	28
Not effective	64	71	53
Not too effective	48	52	43
Not at all effective	16	19	10
No idea at all	9	5	16

WHAT CHANGES ARE OCCURRING
IN THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
How Is It Now Compared With 10 Years Ago?			
Better	11%	11%	11%
Same	25	23	27
Worse	64	65	62
No idea at all	*	1	-
Better vs. worse	-53	-54	-51
How Will It Be 10 Years From Now Compared With Now?			
Better	43%	40%	49%
Same	25	25	24
Worse	26	28	23
No idea at all	6	7	4
Better vs. worse	+17	+12	+26

* Less than 0.5 percent

WHAT CHANGES ARE OCCURRING
IN THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
How Is It Now Compared With 10 years Ago?				
Better	11%	9%	8%	17%
Same	25	26	24	23
Worse	64	65	67	59
No idea at all	*	-	1	1
Better vs. worse	-53	-56	-59	-42
How Will It Be 10 Years From Now Compared With Now?				
Better	43%	43%	54%	41%
Same	25	25	21	27
Worse	26	26	21	26
No idea at all	6	6	4	6
Better vs. worse	+17	+17	+33	+15

* Less than 0.5 percent

WHAT CHANGES ARE OCCURRING
IN THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
How Is It Now Compared With 10 Years Ago?			
Better	11%	6%	18%
Same	25	22	29
Worse	64	72	52
No idea at all	*	-	1
Better vs. worse	-53	-66	-34
How Will It Be 10 Years From Now Compared With Now?			
Better	43%	43%	46%
Same	25	24	26
Worse	26	27	23
No idea at all	6	6	5
Better vs. worse	+17	+16	+23

* Less than 0.5 percent

SECTION B

COMPANY CONCERNS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

This section deals with companies' attitudes toward the impact of American public education problems on their own corporations. It covers such questions as: How concerned are companies about these problems? Are companies finding it difficult to hire new employees with good basic education skills? Are the inadequacies of employees' skills having deleterious effects on their companies' productivity and their companies' ability to operate effectively against foreign competition?

Company Concerns About The American Public Education System

A large majority (87%) of corporate executives in America's largest companies report that their companies are concerned about the problems of the American public education system. This includes 51% who indicate that their companies are "very concerned" and 36% who say that their companies are "fairly concerned."

Company concerns about the problems of the American public education system are widespread in both industrial and service corporations and across different size markets.

As might be expected, executives in encumbered companies (63%) are much more apt than executives in unencumbered companies (32%) to report that their companies are highly concerned ("very" concerned) about the problems of the system.

Company Need For Employees With Good Basic Education Skills

Over half (58%) of corporate executives report that it is difficult for their companies to hire new employees with good basic education skills. This problem is somewhat more widespread in service companies than in industrial companies (62% vs. 55%), but it is a common problem in both types of corporations.

Not only do many companies feel that it is hard to hire employees with good basic education skills, but they also feel that this is becoming an increasingly severe problem.

- Corporate executives feel that this problem is worse now than it was ten years ago. 60% think that is is harder to hire good employees now, compared with only 3% who think that it is easier to hire good employees now. Perceived difficulty in hiring new employees with good basic education skills now compared to ten years ago is stronger among executives in larger markets and mid-sized markets than in smaller markets (62% vs. 62% vs. 53%).

- Corporate executives also feel that this problem will worsen in the next ten years. 51% expect that this problem will be more severe ten years from now, compared with 13% who believe that this will be less of a problem. Pessimism is stronger among those executives in industrial companies compared to those in service companies (53% vs. 46%). Pessimism over hiring new employees with good learning skills in the next ten years is also stronger among corporate executives in encumbered companies compared to those in unencumbered companies (54% vs. 46%).

How Company Productivity Is Affected By Education Problems

Almost half of the corporate executives surveyed (46%) feel that their companies' productivity has been reduced as a result of poor basic education skills in their workforce.

While widespread across all companies, this belief that company productivity is adversely affected by education problems is somewhat more common in service corporations than in industrial corporations (50% vs. 43%).

How Company Competitiveness Is Affected By Education Problems

Of the companies which compete internationally, three out of ten (30%) believe that their companies' ability to compete against foreign companies is reduced because of poor basic education skills on the part of their workforce.

Among companies that have foreign competitors, the belief that their companies' ability to compete against foreign companies is adversely affected by education problems is much more common in industrial corporations than in service corporations (36% vs. 18%).

Impact Of The American Public Education System On Companies

The index used to classify companies by the impact the public education system has had on the company usefully summarizes some of the findings presented in this section thus far.

Among the largest companies in the United States, 62% are currently encumbered by the public education system. These companies have already experienced difficulty hiring employees with good basic education skills and believe this problem has already affected their companies productivity and/or international competitiveness.

Service companies are more apt than industrial companies to be encumbered by the problems of the American public education system (69% vs. 55%).

In addition, companies in larger markets and mid-sized markets are more likely than companies in smaller markets to be encumbered by the problems of the American public education system (64% and 64% vs. 54%).

Company Need For Employees With College Education

In addition to needing more employees with good basic education skills, corporate executives anticipate an increased need for employees with at least some college education in the next ten years.

- At the present time, corporate executives report that, on average, 35% of their workforce has some college education.
- In the next ten years, corporate executives indicate that, on average, 45% of their workforce will need to have some college education.

The need for more employees with at least some college education is equally strong for both industrial and service corporations and across those located in different size markets.

Expansion Of The Workforce

The importance of having more employees with good basic education skills and more employees with at least some college education is underscored by the fact that companies expect their workforce to expand in the next ten years.

On average, companies report that their workforce will be 28% greater ten years from now.

The anticipated growth in the workforce is greater in service corporations than in industrial corporations (average of 33% increase vs. 23% increase).

HOW CONCERNED IS YOUR COMPANY
ABOUT THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Concerned	87%	85%	89%
Very concerned	51	51	51
Fairly concerned	36	34	38
Not concerned	13	15	11
Not too concerned	12	13	11
Not at all concerned	1	2	-

HOW CONCERNED IS YOUR COMPANY
ABOUT THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Concerned	87%	85%	85%	93%
Very concerned	51	51	50	51
Fairly concerned	36	34	35	42
Not concerned	13	15	15	7
Not too concerned	12	14	13	6
Not at all concerned	1	1	2	1

HOW CONCERNED IS YOUR COMPANY
ABOUT THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Concerned	87%	94%	76%
Very concerned	51	63	32
Fairly concerned	36	31	44
Not concerned	13	6	24
Not too concerned	12	6	21
Not at all concerned	1	*	3

* Less than 0.5 percent

HOW DIFFICULT IS IT FOR YOUR COMPANY TO HIRE
NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Difficult	58%	55%	62%
Very difficult	9	7	12
Fairly difficult	49	48	50
Not difficult	42	45	38
Not too difficult	39	42	35
Not at all difficult	3	3	3

HOW DIFFICULT IS IT FOR YOUR COMPANY TO HIRE
NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Difficult	58%	57%	63%	57%
Very difficult	9	11	5	7
Fairly difficult	49	46	58	50
Not difficult	42	43	37	43
Not too difficult	39	40	32	40
Not at all difficult	3	3	5	3

HOW DIFFICULT IS IT FOR YOUR COMPANY TO HIRE NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS?*

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Difficult	58%	87%	11%
Very difficult	9	14	-
Fairly difficult	49	73	11
Not difficult	42	13	89
Not too difficult	39	13	80
Not at all difficult	3	-	9

* This is one of the questions included in the index that was used to classify companies as "encumbered" or "unencumbered."

WHAT CHANGES ARE OCCURRING IN HIRING NEW EMPLOYEES
WITH GOOD BASIC EDUCATION SKILLS?

By Company Type

	Total (404)	Industrial (213)	Service (191)
How Difficult Is It Now Compared With 10 Years Ago?			
More difficult	60%	58%	63%
About the same	34	36	32
Less difficult	3	2	3
No idea at all	3	4	2
How Difficult Will It Be 10 Years From Now Compared With Now?			
More difficult	51%	53%	46%
About the same	30	28	34
Less difficult	13	12	15
No idea at all	6	7	5

WHAT CHANGES ARE OCCURRING IN HIRING NEW EMPLOYEES
WITH GOOD BASIC EDUCATION SKILLS?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
How Difficult Is It Now Compared With 10 Years Ago?				
More difficult	60%	62%	62%	53%
About the same	34	32	31	44
Less difficult	3	2	3	2
No idea at all	3	4	4	1
How Difficult Will It Be 10 Years From Now Compared With Now?				
More difficult	51%	53%	46%	48%
About the same	30	27	35	35
Less difficult	13	12	16	15
No idea at all	6	8	3	2

WHAT CHANGES ARE OCCURRING IN HIRING NEW EMPLOYEES
WITH GOOD BASIC EDUCATION SKILLS?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
How Difficult Is It Now Compared With 10 Years Ago?*			
More difficult	60%	82%	23%
About the same	34	16	65
Less difficult	3	1	5
No idea at all	3	1	7
How Difficult Will It Be 10 Years From Now Compared With Now?			
More difficult	51%	54%	46%
About the same	30	25	39
Less difficult	13	15	10
No idea at all	6	6	5

* This is one of the questions included in the index that was used to classify companies as "encumbered" or "unencumbered."

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS
AMONG YOUR COMPANY EMPLOYEES
REDUCING YOUR COMPANY'S PRODUCTIVITY?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Reducing Productivity			
A lot/fair amount	46%	43%	50%
A lot	5	5	6
A fair amount	41	38	44
Not too/not much at all	52	54	49
Not too much	45	46	43
Not much at all	7	8	6
Don't know	2	3	1

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS
AMONG YOUR COMPANY EMPLOYEES
REDUCING YOUR COMPANY'S PRODUCTIVITY?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Reducing Productivity				
A lot/fair amount	46%	48%	43%	44%
A lot	5	7	3	5
A fair amount	41	41	40	39
Not too/not much at all	52	51	56	53
Not too much	45	44	52	44
Not much at all	7	7	4	9
Don't know	2	1	1	3

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS
AMONG YOUR COMPANY EMPLOYEES
REDUCING YOUR COMPANY'S PRODUCTIVITY?*

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Reducing Productivity			
A lot/fair amount	46%	72%	4%
A lot	5	9	-
A fair amount	41	63	4
Not too/not much at all	52	28	93
Not too much	45	26	78
Not much at all	7	2	15
Don't know	2	-	3

* This is one of the questions included in the index that was used to classify companies as "encumbered" or "unencumbered."

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS AMONG YOUR COMPANY EMPLOYEES REDUCING YOUR COMPANY'S ABILITY TO COMPETE AGAINST FOREIGN COMPANIES?

By Company Type

(Among Those Who Compete Against Foreign Companies)

	Total (306)	Industrial (193)	Service (113)
Reducing International Competitiveness			
A lot/fair amount	30%	36%	18%
A lot	5	6	3
A fair amount	25	30	15
Not too/not much at all	70	64	82
Not too much	52	51	55
Not much at all	18	13	27

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS AMONG YOUR COMPANY EMPLOYEES REDUCING YOUR COMPANY'S ABILITY TO COMPETE AGAINST FOREIGN COMPANIES?

By Market Size

(Among Those Who Compete Against Foreign Companies)

	Total (306)	1 Million And Over (177)	500,000-999,999 (48)	Under 500,000 (75)
Reducing International Competitiveness				
A lot/fair amount	30%	31%	21%	29%
A lot	5	3	8	7
A fair amount	25	28	13	22
Not too/not much at all	70	69	79	71
Not too much	52	53	56	48
Not much at all	18	16	23	23

HOW MUCH IS LACK OF GOOD BASIC EDUCATION SKILLS AMONG YOUR COMPANY EMPLOYEES REDUCING YOUR COMPANY'S ABILITY TO COMPETE AGAINST FOREIGN COMPANIES?*

By Company Impact

(Among Those Who Compete Against Foreign Companies)

	Total (306)	Encumbered Companies (177)	Unencumbered Companies (129)
Reducing International Competitiveness			
A lot/fair amount	30%	50%	1%
A lot	5	8	-
A fair amount	25	42	1
Not too/not much at all	70	50	99
Not too much	52	42	66
Not much at all	18	8	33

* This is one of the questions included in the index that was used to classify companies as "encumbered" or "unencumbered."

THE IMPACT OF THE AMERICAN PUBLIC EDUCATION SYSTEM
ON COMPANIES*

By Company Type

	Total (404)	Industrial (213)	Service (191)
Encumbered companies	62%	55%	69%
Unencumbered companies	38	45	31

* See Appendix B for a detailed discussion of how this index is defined.

THE IMPACT OF THE AMERICAN PUBLIC EDUCATION SYSTEM ON COMPANIES*

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Encumbered companies	62%	64%	64%	54%
Unencumbered companies	38	36	36	46

* See Appendix B for a detailed discussion of how this index is defined.

WHAT PERCENT OF YOUR COMPANY'S WORKFORCE
HAS SOME COLLEGE EDUCATION NOW
AND WILL NEED SOME COLLEGE EDUCATION BY THE YEAR 2000?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Average % of workforce which currently has some college	35%	33%	36%
Average % of workforce which will need some college	45%	44%	46%
Difference	+10	+11	+10

WHAT PERCENT OF YOUR COMPANY'S WORKFORCE
HAS SOME COLLEGE EDUCATION NOW
AND WILL NEED SOME COLLEGE EDUCATION BY THE YEAR 2000?

By Market Impact

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Average % of workforce which currently has some college	35%	36%	34%	32%
Average % of workforce which will need some college	45%	46%	44%	42%
Difference	+10	+10	+10	+10

WHAT PERCENT OF YOUR COMPANY'S WORKFORCE
HAS SOME COLLEGE EDUCATION NOW
AND WILL NEED SOME COLLEGE EDUCATION BY THE YEAR 2000?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Average % of workforce which currently has some college	35%	33%	37%
Average % of workforce which will need some college	45%	45%	46%
Difference	+10	+12	+9

WHAT IS THE PERCENT THAT YOUR COMPANY'S WORKFORCE IS EXPECTED TO EXPAND IN THE NEXT 10 YEARS?

By Company Type

	Total (404)	Industrial (213)	Service (191)
None	8%	9%	8%
1% - 9%	10	9	11
10% - 19%	26	28	22
20% - 29%	21	20	23
30% - 39%	6	7	5
40% - 49%	1	1	2
50% or more	21	16	25
Don't know	7	10	4
Average	28	23	33

WHAT IS THE PERCENT THAT YOUR COMPANY'S WORKFORCE IS EXPECTED TO EXPAND IN THE NEXT 10 YEARS?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
None	8%	7%	5%	15%
1% - 9%	10	12	8	8
10% - 19%	26	27	24	23
20% - 29%	21	18	33	23
30% - 39%	6	4	8	10
40% - 49%	1	2	-	1
50% or more	21	24	13	19
Don't know	7	6	9	1
Average	28	29	26	27

WHAT IS THE PERCENT THAT YOUR COMPANY'S WORKFORCE IS EXPECTED TO EXPAND IN THE NEXT 10 YEARS?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
None	8%	6%	12%
1% - 9%	10	9	12
10% - 19%	26	26	23
20% - 29%	21	22	20
30% - 39%	6	5	8
40% - 49%	1	2	1
50% or more	21	24	16
Don't know	7	6	8
Average	28	30	23

SECTION C

COMPANY INVOLVEMENT IN THE AMERICAN PUBLIC EDUCATION SYSTEM

This section deals with the kinds of things that companies are doing -- and willing to do -- to help improve the American public education system. It covers such questions as: What is the extent to which companies are contributing money, materials and manpower to the American public education system? At what school levels -- from pre-school through graduate school -- are companies helping out? What roles, if any, are corporate executives personally playing to help overcome the problems of the American public education system?

Company Involvement In The American Public Education System

Over nine out of ten corporate executives in America's largest companies (96%) report that their companies are doing things now to help support the public education system:

	Doing Now
Offer summer jobs or part-time jobs to students	79%
Contribute money	77
Contribute materials or equipment	65
Encourage employees to serve on local school boards	59
Encourage employees to teach courses	50
Offer career or job counseling to students	43
Lobby legislatures for education reforms	33
Encourage employees to serve as tutors to help students	32
Encourage disadvantaged students to graduate from high school by providing jobs for them	29
Support a tax increase to pay for improvements in the public education system	22
Loan executives to the public education system	15

Industrial and service companies differ somewhat in the types of things they are doing to help improve the American public education system.

- Industrial companies are more apt than service companies to contribute money (81% vs. 73%), to contribute materials or equipment (70% vs. 59%), and to encourage employees to serve on school boards (65% vs. 53%).

- Service companies are more likely than industrial companies to encourage disadvantaged students to graduate from high school by providing jobs for them (34% vs. 25%).

Companies in smaller markets report doing a wider variety of things than companies in larger markets to help improve the public education system. Companies in smaller markets are more likely than companies in other markets to encourage employees to serve on local school boards (67% vs. 57% among mid-sized markets and 57% among larger markets) and to teach courses (57% vs. 51% vs. 46%). Companies in smaller markets share with companies in mid-sized markets -- not with larger markets -- a greater likelihood to career counsel students (47% and 52% vs. 38%).

As might be expected, encumbered companies are much more likely than unencumbered companies to be contributing money, materials and manpower to help overcome the problems of the system:

	Encumbered Companies	Unencumbered Companies
Offer summer jobs or part-time jobs to students	83%	71%
Contribute money	82	67
Contribute materials or equipment	68	59
Offer career or job counseling to students	46	37
Lobby legislatures for education reforms	39	23
Encourage employees to serve as tutors to help students	37	23
Encourage disadvantaged students to graduate from high school by providing jobs for them	33	23
Support a tax increase to pay for improvements in the public education system	27	14

Companies that are being affected strongly by the weaknesses of the American public education system are apparently marshalling resources to work out solutions. And even relatively unencumbered companies are working to alleviate the problems.

Potential Company Involvement In The American Public Education System

About two out of three corporate executives in America's largest companies (69%) indicate that there are additional things their companies would be willing to do, if asked, that they are not doing now to help improve the public education system.

About three out of ten (29%) would be willing to encourage employees to serve as tutors to help students.

In addition, about one-fifth would be willing to loan executives to the public education system (22%), encourage employees to teach courses (21%), encourage employees to serve on local school boards (21%), offer career or job counseling to students (21%), lobby legislatures for education reforms (20%), encourage disadvantaged students to graduate from high school by providing jobs for them (19%) and support a tax increase to pay for improvements in the public education system (19%).

Companies in smaller markets and mid-sized markets are more willing than companies in larger markets to support a tax increase to pay for improvements in the public education system (24% vs. 28% vs. 15%).

Not only are encumbered companies already doing more than unencumbered companies to improve the American public education system, encumbered companies are more willing than unencumbered companies to do things they are not doing now to help strengthen the public education system:

	Encumbered Companies	Unencumbered Companies
Loan executives to the public education system	25%	18%
Offer career or job counseling to students	24	16
Lobby legislatures for education reforms	24	14
Encourage disadvantaged students to graduate from high school by providing jobs for them	24	12

Company Monetary Contributions To Various Levels Of Education

About nine out of ten company executives in America's largest companies (91%) report that their companies are contributing money to schools. However, companies are more apt to be contributing money to schools at higher levels of education than to schools at lower levels of education.

83% of executives report that their companies contribute money to colleges or graduate schools, 65% to high schools or vocational schools, and 35% to junior high schools or below -- including 14% to pre-schools.

These data further support the finding discussed in Section B that executives lack confidence in pre-school programs as a solution to the education crisis.

	Giving Money Now
Less than high school	35%
Pre-school	14
Elementary school	26
Junior high school	26
High school/vocational school	65
High school	55
Vocational school	36
College/graduate school	83
College	82
Graduate school	57

Industrial companies are more apt than service companies to contribute money to schools at the high school and vocational school level and above.

- 61% of industrial companies, compared with 48% of service companies, contribute money to high schools.
- 46% of industrial companies, compared with 25% of service companies, contribute money to vocational schools.
- 85% of industrial companies, compared with 80% of service companies, contribute money to colleges.

- 62% of industrial companies, compared with 52% of service companies, contribute money to graduate schools.

Companies in different size markets differ in the school levels to which they make monetary contributions.

- Companies in smaller markets are more apt than companies in mid-sized markets and larger markets to give money to all levels of schooling -- less than high school (45% vs. 28% vs. 34%), high school/vocational schools (73% vs. 57% vs. 64%) and college (90% vs. 76% vs. 84%). This is especially true for contributing money to high schools (62% vs. 48% vs. 54%) and junior high schools (36% vs. 23% vs. 23%).

- By contrast, companies in larger markets and mid-sized markets are more likely than companies in smaller markets to give money to graduate schools (61% vs. 59% vs. 51%).

Encumbered companies (94%) are more apt than unencumbered companies (85%) to be contributing money to schools -- particularly at the high school level (64% vs. 39%) and less than high school level (41% vs. 25%).

Potential Company Monetary Contributions To Various Levels Of Education

In addition to contributing money to various levels of schools now, about three out of ten companies (30%) report that they would be willing -- if asked -- to give money to schools to which they are not currently donating money.

The greatest willingness to give additional money concentrates among schools below the high school level -- junior high school, elementary school and pre-school. These are the school levels to which only a minority of companies are currently making monetary donations and, interestingly, the school levels they are least likely to believe will make a difference to the quality of American public education (see Section B).

	Not Giving Money Now But Willing To Give Money
Less than high school	22%
Pre-school	14
Elementary school	11
Junior high school	12
High school/vocational school	13
High school	8
Vocational school	7
College/graduate school	4
College	2
Graduate school	2

Industrial companies express a greater willingness than service companies to donate money to school levels to which they are not contributing now -- particularly pre-school (16% vs. 11%) and elementary school (14% vs. 8%).

Executives in encumbered companies report being much more willing to donate money to schools below the high school level to which they are not donating as much now than executives in unencumbered companies (27% vs. 14%).

Personal Involvement In The American Public Education System

Over eight out of ten corporate executives in America's largest companies (83%) report that, at one time or another, they themselves have given their time and skills to the American public education system.

The following is the rank order of efforts that corporate executives have personally undertaken:

	Ever Done
Give guest lectures to students	77%
Career job counseling for students	45
Teach courses	29
Serve on a school board	17
PTA officer	15
Tutor students	14

By and large, the things that corporate executives have personally done for the American public education system do not differ much by type of company or size of market. However, there are some exceptions.

- Corporate executives in industrial companies (48%) are more apt than corporate executives in service companies (41%) to have given career counseling to students.

- Corporate executives in smaller markets and mid-sized markets are more likely than corporate executives in larger markets to have given guest lectures to students (85% vs. 84% vs. 72%) and to have served as a PTA officer (18% vs. 21% vs. 12%).

Corporate executives in encumbered companies are more apt than those in unencumbered companies to have given guest lectures to students (80% vs. 71%) and provided career counseling for students (52% vs. 33%).

Potential For Additional Personal Involvement In The American Public Education System

In addition to the substantial majority of corporate executives who have personally done things in the past for the American public education system, about two-thirds (68%) indicate that they are also willing -- if asked -- to personally do things in the future to help the system.

The following is the rank order of efforts that corporate executives indicate they are willing to undertake:

	Willing To Do In Future
Give guest lectures to students	52%
Career job counseling for students	37
Serve on a school board	30
Teach courses	27
Tutor students	19
PTA officer	8

For the most part, the things that corporate executives are personally willing to do in the future do not differ much by type of company or size of market. There are, however, some exceptions.

- Corporate executives in service companies are more willing than corporate executives in industrial companies to give guest lectures to students (57% vs. 48%).

- Corporate executives in smaller markets and mid-sized markets are more willing than corporate executives in larger markets to serve on a school board (36% and 36% vs. 26%).

In addition, even though they have done more already, corporate executives in encumbered companies exhibit greater willingness than those in unencumbered companies to personally help out the public education system -- if asked -- by giving guest lectures (56% vs. 47%) and offering career counseling (41% vs. 32%).

Receptivity To Company Efforts

A large majority of those whose companies offered assistance to state or local public education systems (92%) indicate that their companies' assistance was willingly accepted. However, a substantial minority indicate that the public education system was only "fairly willing" (39%) to accept their assistance rather than "very willing" (53%). This suggests that some companies might have encountered some resistance to efforts to aid the public education system.

The likelihood that their companies' assistance was accepted very willingly is greater in industrial companies (57%) than in service companies (48%) and greater for companies in smaller markets (60%) and mid-sized markets (56%) than in larger markets (49%).

Executives in encumbered companies (49%) report less total acceptance of their efforts by the state or local systems than executives in unencumbered companies (61%). Perhaps this weak validation of their efforts adds to the frustrations voiced by executives in encumbered companies.

Impact Of Company Efforts

Although most companies report that their assistance has been accepted, only a minority of companies (22%) feel that their efforts have made an impact on the quality of the education provided by their area's public education system.

Companies in smaller markets (38%) are more apt than those in mid-sized (17%) and larger markets (16%) to feel that their company's efforts have helped to improve the quality of education delivered by the public education system.

WHAT IS YOUR COMPANY DOING NOW
TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Company doing something now	96%	96%	96%
Offer summer jobs or part-time jobs to students	79	76	81
Contribute money	77	81	73
Contribute materials or equipment	65	70	59
Encourage employees to serve on local school boards	59	65	53
Encourage employees to teach courses	50	52	47
Offer career or job counseling to students	43	42	44
Lobby legislatures for education reforms	33	34	31
Encourage employees to serve as tutors to help students	32	30	34
Encourage disadvantaged students to graduate from high school by providing jobs for them	29	25	34
Support a tax increase to pay for improvements in the public education system	22	24	20
Loan executives to the public education system	15	14	16
Other	2	2	2
Company not doing something now	4	4	4

WHAT IS YOUR COMPANY DOING NOW
TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Company doing something now	96%	95%	96%	99%
Offer summer jobs or part-time jobs to students	79	76	80	83
Contribute money	77	77	75	79
Contribute materials or equipment	65	64	61	70
Encourage employees to serve on local school boards	59	57	57	67
Encourage employees to teach courses	50	46	51	57
Offer career or job counseling to students	43	38	52	47
Lobby legislatures for education reforms	33	31	37	34
Encourage employees to serve as tutors to help students	32	30	37	30
Encourage disadvantaged students to graduate from high school by providing jobs for them	29	31	29	25
Support a tax increase to pay for improvements in the public education system	22	23	16	25
Loan executives to the public education system	15	13	19	18
Other	2	2	-	3
Company not doing something now	4	5	4	1

WHAT IS YOUR COMPANY DOING NOW
TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Company doing something now	96%	98%	93%
Offer summer jobs or part-time jobs to students	79	83	71
Contribute money	77	82	67
Contribute materials or equipment	65	68	59
Encourage employees to serve on local school boards	59	59	59
Encourage employees to teach courses	50	52	45
Offer career or job counseling to students	43	46	37
Lobby legislatures for education reforms	33	39	23
Encourage employees to serve as tutors to help students	32	37	23
Encourage disadvantaged students to graduate from high school by providing jobs for them	29	33	23
Support a tax increase to pay for improvements in the public education system	22	27	14
Loan executives to the public education system	15	16	13
Other	2	2	2
Company not doing something now	4	2	7

WHAT IS YOUR COMPANY NOT DOING NOW BUT WOULD BE WILLING TO DO TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Company willing to do something	69%	68%	69%
Encourage employees to serve as tutors to help students	29	30	28
Loan executives to the public education system	22	20	25
Encourage employees to teach courses	21	21	20
Encourage employees to serve on local school boards	21	20	22
Offer career or job counseling to students	21	20	21
Lobby legislatures for education reforms	20	20	21
Encourage disadvantaged students to graduate from high school by providing jobs for them	19	20	19
Support a tax increase to pay for improvements in the public education system	19	16	22
Contribute materials or equipment	10	10	9
Offer summer jobs or part-time jobs to students	6	6	5
Contribute money	5	5	4
Other	2	1	2
Company not willing to do something	31	32	31

WHAT IS YOUR COMPANY NOT DOING NOW BUT WOULD BE WILLING TO DO TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Company willing to do something	69%	68%	65%	73%
Encourage employees to serve as tutors to help students	29	29	24	35
Loan executives to the public education system	22	22	27	20
Encourage employees to teach courses	21	22	19	19
Encourage employees to serve on local school boards	21	23	20	17
Offer career or job counseling to students	21	23	12	23
Lobby legislatures for education reforms	20	18	23	26
Encourage disadvantaged students to graduate from high school by providing jobs for them	19	21	17	18
Support a tax increase to pay for improvements in the public education system	19	15	25	24
Contribute materials or equipment	10	9	12	9
Offer summer jobs or part-time jobs to students	6	7	7	1
Contribute money	5	6	4	2
Other	2	1	1	2
Company not willing to do something	31	32	35	27

WHAT IS YOUR COMPANY NOT DOING NOW BUT WOULD BE WILLING TO DO TO OVERCOME THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Company willing to do something	69%	72%	63%
Encourage employees to serve as tutors to help students	29	30	28
Loan executives to the public education system	22	25	18
Encourage employees to teach courses	21	21	20
Encourage employees to serve on local school boards	21	22	20
Offer career or job counseling to students	21	24	16
Lobby legislatures for education reforms	20	24	14
Encourage disadvantaged students to graduate from high school by providing jobs for them	19	24	12
Support a tax increase to pay for improvements in the public education system	19	20	16
Contribute materials or equipment	10	8	12
Offer summer jobs or part-time jobs to students	6	7	3
Contribute money	5	5	5
Other	2	2	1
Company not willing to do something	31	28	37

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY CONTRIBUTE MONEY NOW?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Company gives now	91%	90%	91%
Less than high school	35	36	34
Pre-school	14	15	13
Elementary school	26	25	28
Junior high school	26	29	22
High school/vocational school	65	70	58
High school	55	61	48
Vocational school	36	46	25
College/graduate school	83	86	81
College	82	85	80
Graduate school	57	62	52
Company does not give now	9	10	9

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY CONTRIBUTE MONEY NOW?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Company gives now	91%	92%	87%	93%
Less than high school	35	34	28	45
Pre-school	14	16	8	15
Elementary school	26	27	23	29
Junior high school	26	23	23	36
High school/vocational school	65	64	57	73
High school	55	54	48	62
Vocational school	36	37	28	40
College/graduate school	83	85	79	90
College	82	84	76	90
Graduate school	57	61	59	51
Company does not give now	9	8	13	7

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY CONTRIBUTE MONEY NOW?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Company gives now	91%	94%	85%
Less than high school	35	41	25
Pre-school	14	16	10
Elementary school	26	30	20
Junior high school	26	29	20
High school/vocational school	65	72	53
High school	55	64	39
Vocational school	36	37	34
College/graduate school	83	86	80
College	82	84	79
Graduate school	57	59	55
Company does not give now	9	6	15

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY
NOT CONTRIBUTE MONEY NOW
BUT WOULD BE WILLING TO CONTRIBUTE MONEY?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Company willing to give	30%	34%	26%
Less than high school	22	27	17
Pre-school	14	16	11
Elementary school	11	14	8
Junior high school	12	13	11
High school/vocational school	13	13	14
High school	8	9	8
Vocational school	7	8	7
College/graduate school	4	4	4
College	2	2	2
Graduate school	2	2	2
Company not willing to give	70	66	74

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY
NOT CONTRIBUTE MONEY NOW
BUT WOULD BE WILLING TO CONTRIBUTE MONEY?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Company willing to give	30%	31%	33%	28%
Less than high school	22	23	20	24
Pre-school	14	15	12	14
Elementary school	11	12	11	11
Junior high school	12	14	11	8
High school/vocational school	13	15	16	8
High school	8	7	13	8
Vocational school	7	9	8	2
College/graduate school	4	4	4	3
College	2	3	1	1
Graduate school	2	2	3	3
Company not willing to give	70	69	67	72

TO WHICH SCHOOL LEVELS DOES YOUR COMPANY
NOT CONTRIBUTE MONEY NOW
BUT WOULD BE WILLING TO CONTRIBUTE MONEY?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Company willing to give	30%	35%	23%
Less than high school	22	27	14
Pre-school	14	18	7
Elementary school	11	16	5
Junior high school	12	14	8
High school/vocational school	13	14	13
High school	8	9	8
Vocational school	7	7	8
College/graduate school	4	4	4
College	2	2	3
Graduate school	2	2	3
Company not willing to give	70	65	77

WHAT HAVE YOU EVER DONE FOR THE PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Have done something for the public education system	83%	82%	84%
Give guest lectures to students	77	76	78
Career job counseling for students	45	48	41
Teach courses	29	28	29
Serve on a school board	17	16	18
PTA officer	15	16	14
Tutor students	14	14	15
Have not done something for the public education system	17	18	16

WHAT HAVE YOU EVER DONE FOR THE PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Have done something for the public education system	83%	79%	89%	90%
Give guest lectures to students	77	72	84	85
Career job counseling for students	45	45	41	49
Teach courses	29	28	32	28
Serve on a school board	17	16	20	17
PTA officer	15	12	21	18
Tutor students	14	15	15	14
Have not done something for the public education system	17	21	11	10

WHAT HAVE YOU EVER DONE FOR THE PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Have done something for the public education system	83%	87%	76%
Give guest lectures to students	77	80	71
Career job counseling for students	45	52	33
Teach courses	29	30	26
Serve on a school board	17	18	15
PTA officer	15	15	14
Tutor students	14	14	15
Have not done something for the public education system	17	13	24

WHAT WOULD YOU BE WILLING TO DO IN THE FUTURE FOR THE PUBLIC EDUCATION SYSTEM?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Willing to do something for the public education system	68%	63%	73%
Give guest lectures to students	52	48	57
Career job counseling for students	37	36	39
Serve on a school board	30	31	28
Teach courses	27	24	29
Tutor students	19	19	19
PTA officer	8	9	7
Not willing to do something for the public education system	32	37	27

WHAT WOULD YOU BE WILLING TO DO IN THE FUTURE FOR THE PUBLIC EDUCATION SYSTEM?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Willing to do something for the public education system	68%	70%	64%	73%
Give guest lectures to students	52	55	45	55
Career job counseling for students	37	39	29	43
Serve on a school board	30	26	36	36
Teach courses	27	27	21	32
Tutor students	19	19	20	19
PTA officer	8	6	9	15
Not willing to do something for the public education system	32	30	36	27

WHAT WOULD YOU BE WILLING TO DO IN THE FUTURE
FOR THE PUBLIC EDUCATION SYSTEM?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Willing to do something for the public education system	68%	70%	66%
Give guest lectures to students	52	56	47
Career job counseling for students	37	41	32
Serve on a school board	30	29	31
Teach courses	27	28	23
Tutor students	19	19	19
PTA officer	8	6	11
Not willing to do something for the public education system	32	30	34

HOW WILLING WAS YOUR STATE OR LOCAL PUBLIC EDUCATION SYSTEM TO ACCEPT YOUR COMPANY'S ASSISTANCE?

By Company Type

(Among Companies Involved With Public Education System)

	Total (290)	Industrial (155)	Service (135)
Willing to accept company's assistance	92%	90%	95%
Very willing	53	57	48
Fairly willing	39	33	47
Not willing to accept company's assistance	8	10	5
Not too willing	7	8	5
Not at all willing	1	2	-

HOW WILLING WAS YOUR STATE OR LOCAL PUBLIC EDUCATION SYSTEM TO ACCEPT YOUR COMPANY'S ASSISTANCE?

By Market Size

(Among Companies Involved With Public Education System)

	Total (290)	1 Million And Over (155)	500,000-999,999 (61)	Under 500,000 (72)
Willing to accept company's assistance	92%	94%	92%	89%
Very willing	53	49	56	60
Fairly willing	39	45	36	29
Not willing to accept company's assistance	8	6	8	11
Not too willing	7	6	7	8
Not at all willing	1	-	1	3

HOW WILLING WAS YOUR STATE OR LOCAL PUBLIC EDUCATION SYSTEM TO ACCEPT YOUR COMPANY'S ASSISTANCE?

By Company Impact

(Among Companies Involved With Public Education System)

	Total (290)	Encumbered Companies (197)	Unencumbered Companies (93)
Willing to accept company's assistance	92%	92%	92%
Very willing	53	49	61
Fairly willing	39	43	31
Not willing to accept company's assistance	8	8	8
Not too willing	7	7	7
Not at all willing	1	1	1

HOW MUCH DIFFERENCE HAVE YOUR COMPANY'S EFFORTS
MADE IN THE QUALITY OF THE PUBLIC EDUCATION SYSTEM IN YOUR AREA?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Company's Efforts:			
Have made a difference	22%	24%	19%
A big difference	2	2	1
A fair amount of difference	20	22	18
Have not made a difference	75	72	79
Not too much difference	59	57	63
No difference at all	16	15	16
Don't know	3	4	2

HOW MUCH DIFFERENCE HAVE YOUR COMPANY'S EFFORTS
MADE IN THE QUALITY OF THE PUBLIC EDUCATION SYSTEM IN YOUR AREA?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Company's Efforts:				
Have made a difference	22%	16%	17%	38%
A big difference	2	1	-	3
A fair amount of difference	20	15	17	35
Have not made a difference	75	82	79	59
Not too much difference	59	64	63	49
No difference at all	16	18	16	10
Don't know	3	2	4	3

HOW MUCH DIFFERENCE HAVE YOUR COMPANY'S EFFORTS
MADE IN THE QUALITY OF THE PUBLIC EDUCATION SYSTEM IN YOUR AREA?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Company's Efforts:			
Have made a difference	22%	21%	22%
A big difference	2	1	2
A fair amount of difference	20	20	20
Have not made a difference	75	77	73
Not too much difference	59	63	54
No difference at all	16	14	19
Don't know	3	2	5

SECTION D

COMPANY INVOLVEMENT IN EMPLOYEE TRAINING AND DEVELOPMENT PROGRAMS

This section deals with company involvement in employee training and development programs -- i.e., programs that might expand or reinforce employees' skills after they leave the public education system. It covers such questions as: How many companies offer remedial courses to employees to improve basic skills (such as reading, writing and math)? How many companies offer employees developmental or training courses to help them advance on their jobs? How effective do executives believe these courses are for improving the skills of their employees? What are company policies about paying for courses in job-related and non-job-related fields?

Remedial Courses

A substantial minority (36%) of America's largest corporations currently offer their employees remedial courses to improve their basic education skills, like reading, writing and math.

Remedial courses are somewhat more apt to be offered on-site than off-site (29% vs. 22%).

Industrial and service companies and different sized markets are equally likely to offer remedial courses.

Encumbered companies, however, are more apt than unencumbered companies to offer remedial courses to their workforce (41% vs. 29%).

In addition to the 36% of companies that currently offer remedial courses, an additional 28% express a future willingness to offer them. Altogether, 64% of these companies are either currently providing or are willing to provide remedial courses. (In light of some executives' pessimism about the future of the American public education system, perhaps the executives believe offering remedial courses will be a necessity rather than the option implied by the way the question was asked.)

At the present time, industrial companies and service companies are about equally likely to offer remedial courses to their workforce (35% vs. 37%). However, in the future, industrial companies express greater willingness than service companies to add remedial courses to their employee training programs (34% vs. 22%).

In addition, companies in smaller markets (36%) are more willing to offer remedial courses than companies in mid-sized markets (25%) and larger markets (27%).

Developmental Or Training Courses

Over eight out of ten of America's largest companies (84%) offer their employees developmental or training courses to help them advance on their jobs.

As with remedial courses, on-site developmental or training courses are somewhat more common than off-site developmental or training courses (79% vs. 68%), but both types are commonly offered.

The high incidence of offering developmental or training courses cuts across industrial and service companies and all size markets.

Perceived Effectiveness

On average, corporate executives feel that a majority of the dollars -- but not all of the dollars -- that their companies are spending on courses for employees represent an effective expenditure.

On average, companies that have these courses believe that about 73% of the dollars spent on developmental or training courses (to help employees advance on the job) and 72% of the dollars spent on remedial courses (to help improve basic skills, like reading, writing and math) are effectively spent.

Reactions To Vocational And Training Schools

A large majority of corporate executives (70%) express a favorable opinion about the training provided by vocational and technical schools.

The belief that the training provided by vocational and technical schools is valuable to company operations is even more pronounced in industrial companies (75%) than in service companies (66%).

Company Reimbursement Policies

About nine of of ten companies pay or reimburse at least partly for studies in job-related fields, including over half who pay the full amount.

In addition, almost half of the companies pay at least partly for studies in non-job-related fields, but only a minority pay the full amount if the courses are not in job-related fields.

If An Employee Is:	Pays Full Or Partial Amount	Pays Full Amount	Pays Partial Amount
Working toward a degree in a job-related field	92%	55%	37%
Taking a course in a job-related field	91	58	33
Working toward a degree in a non-job-related field	47	18	29
Taking a course in a non-job-related field	38	14	24

Industrial companies are more apt than service companies to pay the full amount for courses taken by their workforce.

Pays FULL Amount If An Employee Is:	Industrial Companies	Service Companies
Working toward a degree in a job-related field	62%	46%
Taking a course in a job-related field	64	53
Working toward a degree in a non-job-related field	22	13
Taking a course in a non-job-related field	17	10

WHAT TYPES OF COURSES DOES YOUR COMPANY OFFER ITS EMPLOYEES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Developmental or training courses	84%	82%	85%
On-site courses	79	77	81
Off-site courses	68	68	68
Remedial courses	36	35	37
On-site courses	29	26	33
Off-site courses	22	25	19
On-site courses of any type	80	78	82
Off-site courses of any type	69	70	68

WHAT TYPES OF COURSES DOES YOUR COMPANY OFFER ITS EMPLOYEES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Developmental or training courses	84%	85%	85%	84%
On-site courses	79	79	83	80
Off-site courses	68	68	69	69
Remedial courses	36	37	36	35
On-site courses	29	31	32	25
Off-site courses	22	24	20	20
On-site courses of any type	80	79	84	82
Off-site courses of any type	69	70	69	71

WHAT TYPES OF COURSES DOES YOUR COMPANY OFFER ITS EMPLOYEES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Developmental or training courses	84%	85%	82%
On-site courses	79	81	76
Off-site courses	68	70	64
Remedial courses	36	41	29
On-site courses	29	34	21
Off-site courses	22	24	20
On-site courses of any type	80	82	77
Off-site courses of any type	69	71	66

WHAT TYPES OF COURSES IS YOUR COMPANY
WILLING TO OFFER ITS EMPLOYEES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Developmental or training courses	11%	12%	11%
On-site courses	5	5	5
Off-site courses	8	9	7
Remedial courses	28	34	22
On-site courses	22	28	15
Off-site courses	20	24	15
On-site courses of any type	23	29	17
Off-site courses of any type	24	28	19

WHAT TYPES OF COURSES IS YOUR COMPANY WILLING TO OFFER ITS EMPLOYEES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Developmental or training courses	11%	12%	7%	14%
On-site courses	5	6	3	7
Off-site courses	8	9	5	9
Remedial courses	28	27	25	36
On-site courses	22	20	20	29
Off-site courses	20	20	17	25
On-site courses of any type	23	22	21	30
Off-site courses of any type	24	24	21	27

WHAT TYPES OF COURSES IS YOUR COMPANY
WILLING TO OFFER ITS EMPLOYEES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Developmental or training courses	11%	10%	13%
On-site courses	5	5	6
Off-site courses	8	7	10
Remedial courses	28	28	28
On-site courses	22	21	22
Off-site courses	20	20	20
On-site courses of any type	23	22	25
Off-site courses of any type	24	24	23

WHAT PERCENT OF MONEY IS SPENT EFFECTIVELY
BY YOUR COMPANY ON EMPLOYEE COURSES?

By Company Type

	Total (338)	Industrial (175)	Service (163)
Developmental Or Training Courses*			
% Of Dollars That Are Effective:			
100% effective	7%	7%	6%
90% - 99%	11	8	15
80% - 89%	18	20	15
70% - 79%	27	30	27
60% - 69%	7	5	8
50% - 59%	13	16	10
Less than 50%	4	3	4
Don't know	13	11	15
Average % effective	73	73	74
Remedial Courses#	(146)	(75)	(71)
% Of Dollars That Are Effective:			
100% effective	10%	11%	9%
90% - 99%	12	12	13
80% - 89%	14	9	18
70% - 79%	22	20	25
60% - 69%	3	-	6
50% - 59%	14	24	4
Less than 50%	8	8	7
Don't know	17	16	18
Average % effective	72	69	75

* Among companies that offer developmental or training courses
\# Among companies that offer remedial courses

WHAT PERCENT OF MONEY IS SPENT EFFECTIVELY
BY YOUR COMPANY ON EMPLOYEE COURSES?

By Market Size

	Total (338)	1 Million And Over (197)	500,000-999,999 (64)	Under 500,000 (75)
Developmental Or Training Courses*				
% Of Dollars That Are Effective:				
100% effective	7%	7%	2%	11%
90% - 99%	11	11	11	11
80% - 89%	18	20	19	12
70% - 79%	27	27	30	28
60% - 69%	7	5	8	9
50% - 59%	13	15	5	19
Less than 50%	4	3	8	1
Don't know	13	13	17	9
Average % effective	73	74	72	73
Remedial Courses#	(146)	(87)	(27)	(31)
% Of Dollars That Are Effective:				
100% effective	10%	9%	4%	16%
90% - 99%	12	16	11	-
80% - 89%	14	10	30	10
70% - 79%	22	24	22	19
60% - 69%	3	2	4	3
50% - 59%	14	14	11	19
Less than 50%	8	5	11	13
Don't know	17	20	7	20
Average % effective	72	74	70	67

* Among companies that offer developmental or training courses
\# Among companies that offer remedial courses

WHAT PERCENT OF MONEY IS SPENT EFFECTIVELY
BY YOUR COMPANY ON EMPLOYEE COURSES?

By Company Impact

	Total (338)	Encumbered Companies (212)	Unencumbered Companies (126)
Developmental Or Training Courses*			
% Of Dollars That Are Effective:			
100% effective	7%	9%	4%
90% - 99%	11	8	17
80% - 89%	18	18	18
70% - 79%	27	26	29
60% - 69%	7	6	10
50% - 59%	13	15	10
Less than 50%	4	5	1
Don't know	13	13	14
Average % effective	73	72	76
Remedial Courses#	(146)	(102)	(44)
% Of Dollars That Are Effective:			
100% effective	10%	7%	16%
90% - 99%	12	13	11
80% - 89%	14	13	16
70% - 79%	22	23	20
60% - 69%	3	2	5
50% - 59%	14	16	11
Less than 50%	8	9	5
Don't know	17	17	16
Average % effective	72	70	76

* Among companies that offer developmental or training courses
\# Among companies that offer remedial courses

HOW VALUABLE FOR YOUR COMPANY'S NEEDS IS THE PREPARATION AND TRAINING PROVIDED BY VOCATIONAL AND TECHNICAL SCHOOLS?

By Company Type

	Total (404)	Industrial (213)	Service (191)
Valuable	70%	75%	66%
Very valuable	25	29	19
Fairly valuable	45	46	47
Not valuable	28	22	34
Not too valuable	24	19	29
Not at all valuable	4	3	5
Don't know	2	3	-

HOW VALUABLE FOR YOUR COMPANY'S NEEDS IS THE PREPARATION AND TRAINING PROVIDED BY VOCATIONAL AND TECHNICAL SCHOOLS?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
Valuable	70%	73%	67%	74%
Very valuable	25	23	28	27
Fairly valuable	45	50	39	47
Not valuable	28	26	33	26
Not too valuable	24	22	26	24
Not at all valuable	4	4	7	2
Don't know	2	1	-	-

HOW VALUABLE FOR YOUR COMPANY'S NEEDS IS THE PREPARATION AND TRAINING PROVIDED BY VOCATIONAL AND TECHNICAL SCHOOLS?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
Valuable	70%	72%	69%
Very valuable	25	27	20
Fairly valuable	45	45	49
Not valuable	28	27	28
Not too valuable	24	24	22
Not at all valuable	4	3	6
Don't know	2	1	3

WHAT IS YOUR COMPANY'S REIMBURSEMENT POLICY
FOR COURSES TAKEN BY EMPLOYEES?

By Company Type

	Total (404)	Industrial (213)	Service (191)
If An Employee Is Working Toward A Degree In A Job-Related Field			
Company reimburses or pays	92%	92%	91%
Pays full amount	55	62	46
Pays partial amount	37	30	45
If An Employee Is Taking A Course In A Job-Related Field			
Company reimburses or pays	91%	90%	93%
Pays full amount	58	64	53
Pays partial amount	33	26	40
If An Employee Is Working Toward A Degree In A Non-Job-Related Field			
Company reimburses or pays	47%	51%	42%
Pays full amount	18	22	13
Pays partial amount	29	29	29
If An Employee Is Taking A Course In A Non-Job-Related Field			
Company reimburses or pays	38%	41%	35%
Pays full amount	14	17	10
Pays partial amount	24	24	25

WHAT IS YOUR COMPANY'S REIMBURSEMENT POLICY
FOR COURSES TAKEN BY EMPLOYEES?

By Market Size

	Total (404)	1 Million And Over (233)	500,000-999,999 (75)	Under 500,000 (89)
If An Employee Is Working Toward A Degree In A Job-Related Field				
Company reimburses or pays	92%	95%	92%	89%
Pays full amount	55	57	49	57
Pays partial amount	37	38	43	32
If An Employee Is Taking A Course In A Job-Related Field				
Company reimburses or pays	91%	93%	93%	92%
Pays full amount	58	59	57	63
Pays partial amount	33	34	36	29
If An Employee Is Working Toward A Degree In A Non-Job-Related Field				
Company reimburses or pays	47%	49%	41%	48%
Pays full amount	18	19	13	17
Pays partial amount	29	30	28	31
If An Employee Is Taking A Course In A Non-Job-Related Field				
Company reimburses or pays	38%	40%	33%	42%
Pays full amount	14	16	9	14
Pays partial amount	24	24	24	28

WHAT IS YOUR COMPANY'S REIMBURSEMENT POLICY
FOR COURSES TAKEN BY EMPLOYEES?

By Company Impact

	Total (404)	Encumbered Companies (250)	Unencumbered Companies (154)
If An Employee Is Working Toward A Degree In A Job-Related Field			
Company reimburses or pays	92%	92%	92%
Pays full amount	55	56	55
Pays partial amount	37	36	37
If An Employee Is Taking A Course In A Job-Related Field			
Company reimburses or pays	91%	90%	94%
Pays full amount	58	58	60
Pays partial amount	33	32	34
If An Employee Is Working Toward A Degree In A Non-Job-Related Field			
Company reimburses or pays	47%	49%	44%
Pays full amount	18	18	16
Pays partial amount	29	31	28
If An Employee Is Taking A Course In A Non-Job-Related Field			
Company reimburses or pays	38%	39%	36%
Pays full amount	14	14	14
Pays partial amount	24	25	22

APPENDIX A

BACKGROUND CHARACTERISTICS OF CORPORATE EXECUTIVES

COMPANY CHARACTERISTICS OF CORPORATE EXECUTIVES

	Total (404)
Company Type	
Industrial	53%
Service	47
Company Size	
10,000 or more employees	54%
5,000 - 9,999 employees	23
1,000 - 4,999 employees	20
Under 1,000 employees	3
Market Size	
1,000,000 and over population	59%
500,000 to 999,999	19
100,000 to 499,999	14
Under 100,000	8
Geographic Region	
Northeast	32%
South	23
Midwest	31
West	14

PERSONAL CHARACTERISTICS OF CORPORATE EXECUTIVES

	Total (404)
Title	
Top management	**87%**
Chairman/President/CEO	60
Vice President	25
Director	2
Other management	**13**
Department Head	8
Division Head	2
Administrative Assistant/ Administrative Secretary	2
Manager	1
Department	
General Administration	65%
Personnel/Human Resources	17
Public Relations/Communications	10
Community Affairs	5
Training/Education	4
Legal	1
Other departments	6
Education	
Graduate degree	50%
Some graduate school	19
Completed college	25
Some college	5
High school or less	1
Age	
34 years or under	2%
35 - 44 years	13
45 - 54 years	36
55 - 64 years	44
65 years or over	5
Children In School	
Have school-age children who attend:	**27%**
Public school	17
Parochial school	11
Private school	4
Do not have school-age children	**73**

APPENDIX B

INDEX FOR MEASURING THE IMPACT
OF THE AMERICAN PUBLIC EDUCATION SYSTEM ON A COMPANY

INDEX FOR MEASURING THE IMPACT OF THE AMERICAN PUBLIC EDUCATION SYSTEM ON A COMPANY

An index was developed to classify companies into two categories: (a) those which indicate that a lack of good basic education skills is having more of an impact on their workforce, and (b) those which indicate that a lack of good basic education skills is having less of an impact on their workforce. These are referred to as encumbered companies (i.e., those that are more adversely affected) and unencumbered companies (i.e., those that are less adversely affected).

The index was based on corporate responses to four questions. The following are the four questions and the responses which were regarded as indicative of companies being impacted by the problems of the public education system:

1. "How difficult is it now for your company to hire new employees with good basic education skills?" They were given a "1" if they indicated that it is "very difficult" or "fairly difficult" for them to hire new employees with good basic education skills.

2. "Is your company finding it more difficult or less difficult now to hire new employees with good basic education skills than it was 10 years ago?" They were given a "1" if they indicated that this is "more difficult now."

3. "How much is the lack of good basic education skills among your company's employees reducing your company's productivity?" They were given a "1" if they indicated that this is reducing their company's productivity "a lot" or "a fair amount."

4. "How much is the lack of good basic education skills among your company's employees reducing your company's ability to compete effectively against foreign companies?" They were given a "1" if they indicated that this is reducing their ability to compete "a lot" or "a fair amount".

   If the executive indicated that they do not compete against foreign companies, they were also given a "1". In order to be classified as "encumbered", they must have also scored a "1" on one of the other items.

The scores for these four questions were added together. The distribution therefore ranges from a score of "4" if they indicated that they were impacted negatively on all four questions to a score of "0" if they indicated that they were not negatively impacted on any of the four questions.

A company was classified as an encumbered company if it scored 4, 3 or 2 in response to these questions. A company was classified as an unencumbered company if it scored 1 or 0 in response to these questions.

On the basis of this classification index, 62% of the companies surveyed were classified as encumbered companies and 38% were classified as unencumbered companies.

APPENDIX C

QUESTIONNAIRE AND OTHER MAILING MATERIALS

FORTUNE

James B. Hayes
Publisher

Dear :

COULD WE ASK A SMALL FAVOR OF YOU?

Fortune Magazine and Allstate Insurance are sponsoring a major nationwide survey on how the leaders of American business feel about the American public education system and the impact that it is having on American corporations. The survey hopes to provide American businesses with information that will be useful to them, as well as to government leaders.

We would very much appreciate it if you would take a few minutes to fill out the enclosed questionnaire or pass it on to an appropriate senior manager. When the questionnaire has been completed, simply return it to us in the stamped envelope provided.

Because we are sending the questionnaire to a scientifically selected sample of American business leaders, your answers are essential to the accuracy of the investigation. Please be assured that your answers will be treated with absolute confidentiality.

Thank you in advance for your cooperation.

Sincerely,

James B. Hayes
Publisher

P.S.

The enclosed $5 bill is just a token of our appreciation.

If you would like a summary of the results of the survey so you can see how other businesses have responded, please fill out the enclosed postcard and send it separately to us.

REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How good a job do you think the American public education system is doing at turning out an educated population? (5)

Excellent..... []1
Very good..... []2
Good..... []3
Fair..... []4
Poor..... []5

2. If you were asked to grade the American public education system, what grade would you give it? (6)

A..... []1
B..... []2
C..... []3
D..... []4
F..... []5

3. How good do you think American public education is <u>now</u> compared with 10 years ago? (7)

Much better now..... []1
A little better..... []2
About the same..... []3
A little worse..... []4
Much worse now..... []5
No idea at all..... []6

4. How about 10 years from now -- around the year 2000 -- how good do you think American public education will be compared with how it is now? (8)

Much better 10 years from now. []1
A little better..... []2
About the same..... []3
A little worse..... []4
Much worse 10 years from now.. []5
No idea at all..... []6

5. How much of a problem do you think the American public education system is for the United States? (9)

Not a problem at all..... []1
Not much of a problem..... []2
A fairly big problem..... []3
A very big problem..... []4

6. How do you think the American public education system compares with the education system in each of the following countries?

	I think that the American public education system is:				
	Better	Same	Worse	No Idea At All	
How the U.S. compares with England.....	[]1	[]2	[]3	[]4	-10
How the U.S. compares with the Soviet Union.....	[]1	[]2	[]3	[]4	-11
How the U.S. compares with Japan.....	[]1	[]2	[]3	[]4	-12

BELIEFS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

1. Which factors do you think are most responsible for the problems of the American public education system? (PLEASE "X" AS MANY AS APPLY.)

Students 13
Poorly motivated students..... []1
Poorly disciplined students.... []2
Poor student study habits..... []3
Student drug abuse..... []4
Student alcohol abuse..... []5

Families
Parents not involved enough.... []6
More low-income households..... []7
More non-English speaking households..... []8
Higher divorce rate..... []9
More single-parent households.. []0

Teachers 14
Inadequately trained teachers.. []1
Not enough teachers..... []2
Undermotivated teachers..... []3

School system
Not enough emphasis on basic reading, writing and math skills..... 15 []1
Not enough emphasis on elective subjects..... []2
Low academic standards..... []3
Poor school administrators..... []4
Poor school boards..... []5
Not enough pre-school facilities []6
Schools have not been pushed to improve their standards.... []7
Cuts in Federal budget..... []8
Cuts in state or local budget... []9

Other (SPECIFY)
16
_____ []1

2. Which things do you think would do the most to improve the American public education system? (PLEASE "X" AS MANY AS APPLY.)

Students 17
Motivate students more..... []1
Discipline students more..... []2
Improve student study habits... []3

Families
Get parents more involved with students..... []4
Get parents more involved with schools..... []5

Teachers 18
Increase number of teachers.... []1
Involve teachers in the running of the schools..... []2
Increase teacher salaries..... []3
Make teachers more accountable for students' performance.... []4
Have fewer students per teacher []5
Eliminate tenure for teachers.. []6
Increase social status of teachers..... []7
Increase the training of teachers in the subjects they teach..... []8

School system
Place more emphasis on basic reading, writing and math skills..... 19 []1
Offer more elective subjects.... []2
Raise academic standards..... []3
Better school administrators.... []4
Better school boards..... []5
Let parents freely choose the school for their children..... []6
Have more pre-school facilities. []7
Better career guidance and job counseling for students..... []8
Give out more homework..... []9
Require a longer school day..... []0
Require a longer school year.... []X

Other (SPECIFY)
20
_____ []1
_____ []
_____ []

The next three questions deal with your impressions about the American public education system. (FOR EACH QUESTION, PLEASE GIVE US YOUR BEST GUESS.)

3. About what percent of students drop out before graduating high school?

21
Less than 10%..... []1
10% - 19%..... []2
20% - 29%..... []3
30% - 39%..... []4
40% or more..... []5
No idea at all..... []6

4. About what percent of high school graduates are not able to read their diplomas?

22
Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6

5. About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension?

23
Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6

COMPANY INVOLVEMENT IN THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How concerned is your company about the problems of the American public education system?

24
Very concerned..... []1
Fairly concerned..... []2
Not too concerned..... []3
Not at all concerned ..... []4

2. How difficult is it now for your company to hire new employees with good basic education skills?

25
Very difficult..... []1
Fairly difficult..... []2
Not too difficult..... []3
Not at all difficult ..... []4

3. Is your company finding it more difficult or less difficult now to hire new employees with good basic education skills than it did 10 years ago?

26
More difficult now..... []1
About the same..... []2
Less difficult now..... []3
No idea at all..... []4

4. How about 10 years from now -- around the year 2000 -- do you think your company will find it more difficult or less difficult to hire new employees with good basic education skills than it does now?

27
More difficult in 10 years.... []1
About the same..... []2
Less difficult in 10 years.... []3
No idea at all..... []4

5. How much is the lack of good basic education skills among your company's employees reducing your company's productivity?

28
A lot..... []1
A fair amount..... []2
Not too much..... []3
Not at all..... []4

6. How much is the lack of good basic education skills among your company's employees reducing your company's ability to compete effectively against foreign companies?

29
A lot..... []1
A fair amount..... []2
Not too much..... []3
Not at all..... []4
Do not compete against foreign companies..... []5

7. In the first column, please indicate what, if anything, your company is doing now to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate what, if anything, your company would be willing to do (if asked) to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

	Company Doing Now	Company Willing To Do
	30	32
Contribute money	[]1	[]1
Contribute materials or equipment	[]2	[]2
Encourage employees to serve on local school boards	[]3	[]3
Encourage employees to teach courses	[]4	[]4
Offer career or job counseling to students	[]5	[]5
Encourage employees to serve as tutors to help students	[]6	[]6
Offer summer jobs or part-time jobs to students	[]7	[]7
	31	33
Encourage disadvantaged students to graduate from high school by providing jobs for them	[]1	[]1
Lobby legislatures for education reforms	[]2	[]2
Loan executives to the public education system	[]3	[]3
Support a tax increase to pay for improvements in the public education system	[]4	[]4
Other (SPECIFY)_____	[]5	[]5
NONE OF THE ABOVE	[]0	[]0

8. Overall, considering your company's activities, how much difference do you think your company's efforts have made in the quality of the education provided by your area's public education system?

34
A big difference..... []1
A fair amount of difference... []2
Not much difference..... []3
No difference at all..... []4
Company not involved with public education system..... []5

9. In the first column, please indicate to which school levels, if any, your company contributes money now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate to which school levels, if any, your company would be willing (if asked) to contribute money. (PLEASE "X" AS MANY AS APPLY.)

	Company Gives Money Now	Company Willing To Give Money
	35	36
Pre-school	[]1	[]1
Elementary school	[]2	[]2
Junior high school	[]3	[]3
High school	[]4	[]4
Vocational school	[]5	[]5
College	[]6	[]6
Graduate school	[]7	[]7
NONE OF THE ABOVE	[]0	[]0

10. In the first column, please indicate which things, if any, you yourself have ever done for the public school system after completing your own education. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, you yourself would be willing to do (if asked) for the public school system. (PLEASE "X" AS MANY AS APPLY.)

	Ever Done	Willing To Do
	37	38
Give guest lectures to students	[]1	[]1
Teach courses	[]2	[]2
Tutor students	[]3	[]3
Career job counseling for students	[]4	[]4
PTA officer	[]5	[]5
Serve on a school board	[]6	[]6
NONE OF THE ABOVE	[]0	[]0

11. If your company has offered assistance to your state or local public education system, how willing were they to accept your company's assistance?

39
Very willing..... []1
Fairly willing..... []2
Not too willing..... []3
Not at all willing..... []4
Company not involved with public education system..... []5

12. How effective do you think the state in which your company is located has been in implementing public education reform initiatives?

40
Very effective..... []1
Fairly effective..... []2
Not too effective..... []3
Not at all effective..... []4
No idea at all..... []5

COMPANY INVOLVEMENT IN EMPLOYEE TRAINING AND DEVELOPMENT

1. In your opinion, considering your company's needs, how valuable is the preparation and training provided by vocational and technical schools?

41

Very valuable..... []1
Fairly valuable..... []2
Not too valuable..... []3
Not at all valuable..... []4

2. Which of the following, if any, does your company reimburse or pay the cost of?

	Yes, Pays Full Amount	Yes, Pays Partial Amount	No, Does Not Pay	No Idea At All	
If an employee is working toward a degree in a job-related field.....	[]1	[]2	[]3	[]4	-42
If an employee is working toward a degree in a non-job-related field.....	[]1	[]2	[]3	[]4	-43
If an employee is taking a course in a job-related field.....	[]1	[]2	[]3	[]4	-44
If an employee is taking a course in a non-job-related field.....	[]1	[]2	[]3	[]4	-45

3. There are two types of courses that employees might take to improve their skills: (a) remedial courses for basic skills (like reading, writing and math) and (b) developmental or training courses to help employees improve or advance on their job.

In the first column, please indicate which things, if any, your company offers its employees now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, your company would be willing to offer its employees. (PLEASE "X" AS MANY AS APPLY.)

	Company Offers Now	Company Willing To Offer
	46	47
On-site remedial basic skills courses for employees.....	[]1	[]1
Off-site remedial basic skills courses for employees.....	[]2	[]2
On-site developmental or training courses for employees....	[]3	[]3
Off-site developmental or training courses for employees...	[]4	[]4
NONE OF THE ABOVE.....	[]5	[]5

4. Of the money your company spends on remedial courses for its employees, what percent of this money do you feel is being spent effectively?

% spent effectively..... _____% (48,49)

5. Of the money your company spends on developmental or training courses for its employees, what percent of this money do you feel is being spent effectively?

% spent effectively..... _____% (50,51)

COMPANY CHARACTERISTICS

1. About how many employees does your company have, including all branches and divisions?

52
Under 1,000 employees..... []1
1,000 - 4,999 employees..... []2
5,000 - 9,999 employees..... []3
10,000 or more employees..... []4

2. About what percent do you expect your company's workforce to expand between now and 10 years from now -- that is, around the year 2000?

% expansion expected..... _____ % (53,54)

3. About what percent of your workforce do you think has some college education? (PLEASE GIVE US YOUR BEST GUESS.)

% with some college education..... _____ % (55,56)

4. In your opinion, around the year 2000, about what percent of your workforce do you think will need to have some college education for your company to compete effectively?

% will need to have some college education..... _____ % (57,58)

5. Is your company's headquarters located in or near a city of:

59
1,000,000 population and over. []1
500,000 up to 1,000,000 population..... []2
100,000 up to 500,000 population..... []3
Under 100,000 population..... []4

6. In what state is your company's headquarters located? (PLEASE DO NOT ABBREVIATE.)

60-
_____61-

PERSONAL CHARACTERISTICS

1. What is your title?

62
Chairman/President/CEO..... []1
Vice President..... []2
Division Head..... []3
Department Head..... []4

Other (SPECIFY)_____ []0

2. What department do you work in?

63
General administration..... []1
Personnel/human resources..... []2
Public relations/communications..... []3
Legal..... []4
Training/education..... []5
Community affairs..... []6

Other (SPECIFY)_____ []0

3. What is your age?

64
34 years or under..... []1
35 - 44 years..... []2
45 - 54 years..... []3
55 - 64 years..... []4
65 years or over..... []5

4. How far did you go in school?

65
Did not complete high school.. []1
Completed high school..... []2
Some college..... []3
Completed college..... []4
Some graduate school..... []5
Graduate degree..... []6

5. Do you have any children who are in elementary school, junior high school or high school?

66
Yes..... []1
No..... []2

IF YES:
What types of schools do they attend? (PLEASE "X" AS MANY AS APPLY.)

67
Public school..... []1
Parochial school..... []2
Private school..... []3

6. Do you have any other comments?

_____ 68-1

_____

THANK YOU VERY MUCH!!

COMPANY PROGRAM

If your company has an interesting program relating to the company's involvement with the American public school system, please give us a brief description of the program.

Please send this description along with the questionnaire or, if you desire, send it separately to: FORTUNE Magazine, 1140 Avenue Of The Americas, 9th Floor, New York, New York 10036.

The questionnaire will be analyzed separately from this page and, again, be assured that your answers to the questionnaire will be kept completely confidential.

Program Description:

If you are willing to receive inquiries from other companies regarding your company's experiences with the above program, please indicate below the person they can contact about it.

Name of contact person: _____

Title: _____

Company: _____

Address: _____

City/State/ZIP code: _____

Telephone number: _____

SURVEY RESULTS REQUEST POSTCARD

Please send a summary of the survey results on how businesses feel about the American public education system to:

NAME: _____

TITLE: _____

COMPANY: _____

ADDRESS: _____

CITY: _____

STATE: _____ ZIP CODE: _____

FOLLOW-UP POSTCARD

This is a reminder concerning the questionnaire we recently sent you on how businesses feel about the American public education system.

This study is an extremely important one and your help is urgently needed.

If you or an executive of your company haven't filled out the questionnaire yet, please do so and return it to us.

If you have already filled it out, this is to thank you for your cooperation.

Cordially,

James B. Hayes
Publisher

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